DOCUMENT RESUME

ED 027 414 08 VT 007 842

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Vocational Programs in the Public Schools: The Role of the Teacher. Final Report.

Bureau of Social Science Research, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No-BR-5-0140
Pub Date 6 Feb 69
Grant-OEG-2-6-000396-0664
Note-261p.
EDRS Price MF-$1.00 HC-$13.15
Descriptors-Administrator Attitudes, Career Choice, Comparative Analysis, *Comprehensive Programs, Counselor Attitudes, *Curriculum, Educational Environment, Employment Patterns, *Post Secondary Education, Questionnaires, *Secondary Education, Surveys, Teacher Attitudes, Teacher Background, Teacher Characteristics, Teacher Qualifications, *Teacher Role, Teachers, Vocational Education, Vocational Education Teachers, Vocational Schools

To compare the backgrounds, training, and degree of satisfaction with teaching of secondary and post-secondary academic and vocational teachers, and to obtain the opinions of the teachers and their colleagues in administration and guidance about some important educational issues, a stratified random sample was selected of 180 of the larger public school districts. A post-secondary institution was paired with each secondary school selected, resulting in a sample of 11,649 administrators, counselors, and teachers. Some major findings were: (1) Vocational teachers worked longer hours with fewer students than academic teachers, (2) Changes recommended by teachers were a broad, general education in the high school, a narrower focus on job-related studies in the post-secondary vocational and technical programs, and greater emphasis on mathematics and humanities in the junior college transfer programs, (3) A majority favored more intensive vocational guidance and training in junior high school and more part-time student employment, (4) most teachers recommended a single post-secondary institution embracing both academic and vocational programs, and (5) most respondents felt a combination high school program was feasible for all students if unnecessary requirements were eliminated. (DM)

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VOCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS: THE ROLE OF THE TEACHER

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WASHINGTON, D. C.

FINAL REPORT
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The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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VOCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS: THE ROLE OF THE TEACHER

(Project No. 5-0140; Grant No. OEG-2-6-000396-0664)

SUMMARY

In 1967, the Bureau of Social Science Research, supported in part by funds from the U. S. Office of Education, conducted a nationwide survey of career patterns and curriculum emphases in education. A major purpose of the study was to compare the back grounds, training, and satisfaction with teaching of secondary and postsecondary academic and vocational teachers. A second aim was to obtain the opinions of the teachers and their colleagues in administration and guidance about some important educational issues. This report presents the major findings in both areas of inquiry.

The Sample

Four types of schools, representing various institutional arrangements and educational philosophies were included in the study population--comprehensive high schools, vocational high schools, vocational-technical centers, and junior or community colleges.

Secondary sample.--The basic sample consisted of 180 public school districts, stratified by secondary enrollment size, drawn at random from the latest available (fall, 1965) Directory of Public School Systems published by the U. S. Office of Education. Only those districts whose estimated secondary enrollments were 600 pupils or more were included in the study population. One comprehensive high school was chosen at random from each of the 180 districts except in three very large districts where two such schools were drawn for a total of 183 comprehensive high schools. In addition, a vocational or technical high school was selected in each of the 36 sample districts that operated such specialized facilities. Again, two of these institutions were selected in each of the very large districts for a total of 39 vocational high schools.

Postsecondary sample.--At least one public postsecondary two-year institution providing occupational training (area vocational center, technical institute, junior or community college) was paired with each high school according to one of the following criteria: (a) designation by the state education agency as the postsecondary institution serving the geographical area in which the sample school district is located, or (b) within "reasonable commuting distance of secondary schools within the district." Eight-eight such institutions were selected to represent the range of postsecondary programs available.

Individuals.--The original study design called for all teachers, counselors, and administrators in the selected institutions.. This procedure was maintained with one general exception. In the very large junior colleges, with faculties of 150 or more, these groups were sampled on a 1-3 basis.

The response by type of school and class of respondent is given below:

	Sample Number	Usable Returns	Percent
SCHOOLS	310	249	80%
Comprehensive high school	183	147	80
Vocational high school	39	29	74
Vocational-technical center	34	26	76
Junior college	54	47	87
RESPONDENTS FROM THE 249 SCHOOLS			
Chief administrator	249	220	88
All administrators	820	680	83
Counselors	930	807	87
Teachers	15,300	11,649	76

The School Setting

Course offerings.--Analysis of curriculum offerings reveals that there are important differences between the programs offered by comprehensive schools and those of vocational or technical schools. The former, particularly the large junior colleges, presented more choices to the student. The typical comprehensive high school, regardless of size, had five major programs--college preparatory, general studies, office occupations, home economics, and trade and industry. The typical vocational high school offered three majors--trade and industry, office occupations, and technical occupations.

At the postsecondary level, the typical small junior college has four programs--certainly a transfer program, one or more technical majors, and probably business education and health training. The typical technical center has three major programs--technical, trade and industry, and either business or health. The typical large junior college will offer six programs--college transfer, technical, office occupations, health, general studies, and trade and industry or distributive education.

Enrollment patterns.--despite the range of offerings, the largest share of the full-time enrollment in the comprehensive schools is still in the college preparatory, transfer, or general program. T & I is the

major curriculum in both types of vocational schools. The majority of the sample schools either had increased their vocational offerings in 1966-67 or had firm plans to do so in 1967-68. Many of the administrators favor further change, especially those at the two ends of the educational continuum--the small high school and the large junior college.

Work programs.--Most of the schools offer several school-sponsored work programs serving 4 to 8 per cent of the student body in each size category. Approximately half of this group, or slightly more than 2 per cent of the students in the sample schools, take part in cooperative work-study programs.

Predictions of educational progression of students.--Expectations of students' eventual educational attainments in comprehensive and vocational schools are in line with the traditional distinction in the goals of the two types of institutions: it is expected that students from the first will seek further training and those from the second will enter the job market directly upon graduation.

Faculty requirements and inducements.--Although administrators recognize that qualified vocational teachers may not have the usual academic credentials, the most frequently cited minimum educational requirement is a B. A., whatever the subject area. The minimum work experience required may vary from none to journeyman status. There is consensus among school administrators that better working conditions, better physical facilities, and the freedom to offer "merit pay" would facilitate the recruitment and maintainence of an able faculty.

Teacher Background and Training

Background.--The typical teacher, whatever his subject area, was born in the late 20's or early 30's and grew up in a blue collar household in a city, probably a large one. Unless he is in the automotive or service trades, the chances are 2-1 that he has a B. A. or higher degree. His occupational experience has been primarily in teaching, and he has taught his major subject for several years. While the median vocational instructor has five to nine years of full-time outside employment, the distribution is bimodel--the most frequent response is no outside employment at all; the second most frequent response is ten or more years of full-time employment. The general lack of appreciable amounts of full-time outside employment is consonant with the relative lack of such requirements in all types of schools. Although he may have related work experience, his major professional qualifications are academic; and he continues to upgrade them as indicated by his participation in both degree programs and inservice training.

A continuing education.--Almost 30 per cent of the respondents were working toward some type of formal degree, most frequently in a master's program. In addition, half of them had taken one or more non-degree courses within the last five years, usually as recently as 1966 and usually in a college or university setting.

Job responsibilities.--Although the vocational teachers work longer hours, they do so with fewer students, averaging four to five fewer students per class. The largest classes (with medians of over 30 students) are found in social studies, fine arts, and physical education. The only vocational instructors with more than 30 students (in an average class) are high school graphics teachers. Offsetting their heavier involvement in direct teaching, vocational instructors carry a lighter load of nonteaching duties.

Career course.--Positive high school experiences, inspiration of an older role model, later related experience, and chance were all cited as reasons for choosing teaching as a profession. Most of the academic instructors came to their present position directly from a previous educational experience. The majority of the vocational teachers, except in agriculture, business, and D. E. came from outside of education. However recruited into education, it is clear that most teachers were satisfied with their profession and expect to remain in it as classroom teachers. Major disadvantages of teaching were lack of planning time and poor administration; major advantages were the flexibility and stimulation the position affords.

Teacher Opinions

Personal autonomy.--Every teacher rated on a four point scale (from "no influence," low, to "my decision solely," high) the degree of influence he had in twelve decision areas related to the curriculum, teaching methods, and students in his courses. "No influence" ratings are prevalent with respect to curriculum matters such as class size, course prerequisites, and the closely related course recruitment and rejection of unqualified applicants, although there is less unaminity about lack of influence over the latter. In rather striking contrast, the teachers state that they have "considerable influence" in deciding specific course content, "some" to "considerable" influence in text book selection, "considerable" leeway in adopting new teching methods, and "complete freedom" in choosing audiovisual materials.

In general, the vocational teachers in the high schools have more freedom than their academic colleagues in making decisions in the areas of textbook selection, rejection of unqualified students, and, to some extent, in course recruitment and job placement recommendations. Perhaps the most nearly autonomous agent among the vocational specialists is the distributive education teacher. He may have considerable control over class size, actively recruits for the course, feels free to reject unqualified students, and plays a direct role in job placement. His relative latitude in decision-making is understandable within the current educational structure when one recalls that the distributive education coordinator is a quasi-administrator.

The major difference in autonomy between the high school and the postsecondary teacher is that the latter plays a more active role in the determination of course prerequisites.

Adequacy of school services.--Each respondent was asked to rate several major aspects of the vocational and academic programs in his school. In the high school both academic and vocational instructors generally agree that academic counseling and placement are "average," the midpoint of the rating scale provided, but that the rest of the academic program is above average.

There is less consensus between academic and vocational teachers in rating the adequacy of the high school vocational program. Foreign language teachers may feel incompetent to judge the excellence of the vocational program in their school, many teachers in all academic fields have doubts about the breadth of the vocational curriculum, but the overall assessment by academic teachers boils down to "average". Not so the vocational teachers. They are more critical of the vocational counseling services offered and express greater variety in judgments of the adequacy of the vocational placement services. Otherwise, they tend to judge the programs in which they work to be above average.

At the postsecondary level, academic teachers generally record more favorable judgments of the vocational programs in their schools than do those at the secondary level. That is, when they express a view. (Many instructors in English, foreign language, and fine arts checked "no opinion" when asked to evaluate the breadth and suitability of the vocational courses and job placement services in their institutions.) Similarly, technical and trade instructors sometimes feel ill equipped to judge the academic program.

Curriculum emphases.--A major section of the questionnaire was devoted to the teacher's reactions to the amount of emphasis given to each of the basic academic subjects and to vocational training in five curricula--a high school college preparatory program, a vocational high school program, a postsecondary one year certificate program, a two year technical program, and a junior college transfer program. The number of units assigned to each course of study in each of the model curricula was determined after study of the state requirements for high school graduation, college entrance requirements, junior college catalogues, and technical center brochures.

The overall pattern of changes, among teachers in all fields at both levels, reflects three general themes: (1) a broad general education in the high school, with adequate allowance for the current overemphasis on social studies and foreign language; (2) a narrower focus on job-related studies in the postsecondary vocational and technical programs; and, (3) greater emphasis on mathematics and humanities in the junior college transfer program.

Policy issues.--The last set of opinion questions dealt with nine controversial issues in education. Each of the statements treats some aspect of vocational training--when it should be taught, where it should be taught, how it should be taught, and what kinds of students these programs serve. Some of the strongest differences in philosophy, by level of education and field, appear in the response patterns associated with these nine questions.

The majority of the teachers in all fields favored more intensive vocational guidance and training in the junior high school and more part-time student employment, even without supervised skill training and related course work. There is consensus at the high school level that a combined program whereby a student could obtain both a sound general education and a saleable skill before he graduates from high school is feasible. Postsecondary teachers are not as optimistic about the practicality of a combined program. There is too much to be learned in both curricula, as now constituted, for a high school student to be proficient in both.

Positions on other policy issues diverge according to grade level and major subject field. High school academic teachers and their confreres in agriculture, home economics, and distributive education favor "on the job" training as the best way to train for jobs requiring less than a bachelor's degree. Those offering courses in the six T & I areas, health, and business education more often prefer that intensive occupational training take place in the high school. Only 15 per cent of the secondary teachers would delay such training until the postsecondary level, whereas among the postsecondary group, 40 per cent of the academic instructors and 50 per cent of those in occupational fields favor this alternative. The second choice for those in academic fields is on-the-job training. When training necessitates expensive equipment and facilities, the pattern of response among the disciplines is more mixed. As a whole, the high school community is almost equally divided on the question of specialized secondary vocational schools versus a split program that maintains the student's identity with his "home" comprehensive high school. The majority of the postsecondary teachers in almost every field advise a split program as the best solution to the problem.

Responses to the question of the best institutional arrangement for postsecondary occupational majors produced a somewhat different alignment of opinion. High school academic teachers are the only group to favor separate facilities for lower division college work and technical training. All other groups prefer a single institution embracing both programs and offering heterogeneous general education classes.

The other three issue questions focus on a general assessment of vocational education rather than on the how and where of training. The first, addressed to the charge that the vocational high school major cannot "make it" in college, produced a mixed response among high school academic groups. These teachers supported all three positions offered: (1) untrue, because all students take the same basic prerequisite courses; (2) true, because "academic" subjects in the vocational program do not meet college entrance standards; (3) irrelevant, because most vocational graduates cannot handle college work. Postsecondary academic teachers most frequently consider the charge true because the student's academic preparation is inadequate. The vocational teachers exhibit no such diversity of opinion; 40 to 60 per cent of those in each occupational field are convinced that the charge is untrue.

The teachers split again over the efficacy of more rigid entrance requirements for occupational programs. In the high school all of the

academic disciplines (and agriculture, home economics, and business education), would advise against higher standards. Teachers in the other occupational programs would welcome higher standards as a boost to the prestige of their profession. As the postsecondary level, the majority opinion in all fields except automotive and skilled trades in that higher requirements would be too restrictive. The dilemma of whom to serve is evident once more in the overall evaluations of current occupational programs. Many teachers in all groups at both levels believe that current programs are realistically suited to the abilities of the enrollees, many others think that they do a good job with the average student but neglect both ends of the ability continuum. In the main, however, the academic teachers support the latter position whereas the trade teachers favor the former.

Analyses by Type of School

The last chapter of the report looks at the findings on adequacy of school program, curriculum change, and educational philosophy from a different perspective--the type of school in which the individual is employed. The school-focused analysis includes the responses of administrators and counselors who were asked to react to the same three sets of questions as were the teachers. In this way we are in a position to pull together the implications of the opinions of all major segments of the school community for each type of institution.

Adequacy of the secondary curriculum.--A high degree of agreement and a clear distinction between the quality of the vocational and academic programs in the high schools obtains among the four groups of respondents in each type of school. Rating distinctions between the two program areas are in line with the primary function of the institution. Comprehensive high school personnel rate the vocational program in their institutions as average and the academic program as above average. The reverse is true in the vocational schools. The consistency among the ratings is astounding: whether the respondent is a principal rating the product of his administration, a counselor assessing the guidance services, a teacher passing judgment on the course of study--all agree that each type of school performs its major function generally well, but rates only average on its subsidiary responsibility.

Adequacy of the postsecondary curriculum.--Technical center personnel rate their vocational program in a manner similar to their colleagues in the vocational high schools. The major difference is that all four groups give their vocational placement services only an average rating, and that 35 per cent of the vocational teachers rate these services below average. Judgments about the academic program offered by these institutions range from average through nonexistent to no opinion. The high incidence of the latter two responses indicates, perhaps, the planned lack of a college transfer program in the technical school.

The junior college respondents, especially those in the large schools, say that their institutions are doing a resonably good job in both programs. All groups of personnel in small junior colleges rate

vocational counseling and placement services average, or even below average, and a third of the classroom instructors in both types of institutions assess academic placement services as average. Otherwise, all aspects of each program are labeled above average. These findings support the claim that the junior college is indeed a comprehensive institution offering equal opportunity to both terminal and transfer students.

Curriculum change in the high school.--There is consistent agreement that the college-bound student needs more mathematics and general training in vocational skills. Those in the small high schools would also add more science and elective courses to the model curriculum. Science joins mathematics and vocational training as a "needs more" subject when the postsecondary respondents look at the high school preparatory curriculum, and a desire for more electives turns up again in the small junior college population. All groups would increase the amounts of mathematics and science in the vocational curriculum, and most of them would add more English. If these curricular changes were effected, the two programs would become much more similar in nature.

Curriculum change at the postsecondary level.--The desire to reduce some of the traditional academic requirements for a junior college degree is most clearly seen in the opinions expressed about the college transfer program. Personnel in all types of schools would increase attention to mathematics, or humanities, or both; all would place less emphasis on three or even four of the traditional liberal arts courses. In addition most groups of respondents would devote less time to physical and social science, English, and electives in the two-year technical program. Except for technical center directors who wish more mathematics in the certificate program, no group would increase the current allocation of units in any subject area in this curriculum. Junior college personnel recommend a reduction in shop and related job experience; high school and technical center respondents would rather have less social science.

Educational issues.--In general, respondents agreed with the position that most closely fitted the raison d'etre of their own institution, but not always. On almost all issues there was a sizeable minority opinion.

Institutional positions were most clearly evident in the opinions expressed about the best way to train for jobs requiring less than a bachelor's degree. Only the vocational high school personnel generally favor the establishment of secondary area centers. All of the other groups would place the responsibility for providing expensive specialized training with the colleges and technical institutes. The concept of specialized institutions at the postsecondary level is not supported by junior college personnel, indicating a dedication to the comprehensive philosophy of these institutions.

The view that a combination high school program is feasible is strongly supported at the high school level. The majority of the counselors, 50-70 per cent of the teachers, and 60-80 per cent of the administrators agree that if unnecessary requirements are dropped from both

programs, this goal could be accomplished. Postsecondary personnel are not of one mind on this issue. A clear majority of small college administrators and of large college counselors consider the institution of a combined program as unrealistic. All three postscondary institutions split almost equally on the question.

The respondents were well aware of the problems presented by the general public emphasis on the bachelor's degree, but each type of institution would handle the issue somewhat differently. Comprehensive high school and junior college personnel would accept the current emphasis and concentrate on providing more vocational training for the low ability student. Those in vocational high schools, and to a lesser extent in the technical centers, are more inclined to raise the prestige of vocational education through the introduction of more rigid entrance requirements.

Policy Implications

The less than complete success in the execution of both academic and vocational programs in the high schools should not mask the very real pride of accomplishment each type of school has in relation to its primary function. Pride is a powerful motivating force upon which to build. So is a measure of objectivity. If both academic and vocational high schools are moving toward a more comprehensive curriculum, and there is much to support this conclusion in the findings of this study, then the current realization of uneven excellence is a health one. A fully satisfied person, or institution, does not readily accept change.

The recurrent recommendation that the high schools should move toward a dual purpose general curriculum has far-reaching implications for educational policy. It supports those who advocate discontinuing the vocational high school as a separate institution and those who would delay intensive job training until after the high school years. Suggested changes in both high school curricula and junior college degree programs imply that all of the traditional requirements, particularly those instituted at the behest of the senior college, may not be necessary. The practical bent of these recommendations should be carefully examined, particularly at the junior college level. Carried to extreme, they would make the community college a separate terminal institution, rather than a lower division arm of the University. Unless, of course, the latter changes its entrance requirements along the lines indicated.

The relatively low ratings given to student counseling and placement services, particularly by the classroom teacher, indicate that we have not yet found a square hole for every square peg. Efficient placement and the "right to try," even if one fails, are cherished but not always compatible educational goals. This survey could not delve into the reasons behind any of the ratings, so we cannot say whether the respondents felt that the guidance services offered were too rigid or too nondirective. It should be stressed that the low ratings obtain for both vocational and academic guidance, belying an assumption of academic bias in the guidance department. Whatever the reasons for the judgment, the findings do support a conclusion that many school personnel feel that

their institutions have done a better job of meeting the demands of the labor market and of the colleges rather than the needs of the students. New ideas for school guidance services could be developed by paying more attention to the subsequent careers of the student body, currently the weakest part of the institutional program.

Most of the respondents, in all types of schools, state that the vocational major can make it in college, particularly if the standards for the academic component of the high school vocational program are raised. That they fault the curriculum rather than the student augers well for the future. If the high school curriculum is revised along the lines suggested by these respondents, the distinction between the standard academic and vocational programs should diminish. The similarity of educational philosophy among academic and vocational teachers in the comprehensive high schools favors the development of a new curricular pattern encompassing two differently organized programs--one that combines college preparatory work with basic training in a saleable skill and another that is frankly remedial in nature.

If this change were made at the secondary level, formal specialized occupational training would necessarily become the responsibility of the postsecondary institution, thus lengthening the educational preparation of most students. Personnel in the technical centers appear to be ready and willing to take on this responsibility. The academic bias of the traditional junior college is still apparent, but the rapid development of new programs and the recruitment of teachers who believe in an "open door" policy and expect to remain at the junior college level indicate that the future will bring a more balanced program to these institutions.

VOCATIONAL PROGRAMS IN THE PUBLIC SCHOOLS: THE ROLE OF THE TEACHER

I. INTRODUCTION

In 1967, The Bureau of Social Science Research, supported in part by funds from the U. S. Office of Education, conducted a nationwide survey of career patterns and curriculum emphases in education. A major purpose of the study was to compare the backgrounds, training, and satisfaction with teaching of secondary and postsecondary academic and vocational teachers. A second aim was to obtain the opinions of the teachers and their colleagues in administration and guidance about some important educational issues. This report presents the major findings in both areas of inquiry.

Rationale for Study

The rapid expansion of occupations requiring high levels of training and skill with a parallel decrease in the need for many categories of unskilled and semi-skilled workers necessitates the revision of existing education programs and the introduction of new ones. Like the proverbial courier who mounted his horse and rode off in all directions at once, the public schools today are under a mandate to enrich the traditional academic program, provide training programs for the growing number of middle level technical occupations, and hold or reclaim those who have found the educational system incompatible with their needs, interests, or abilities. The success of this attempt to provide high quality education, which is realistic in light of actual or anticipated opportunities for gainful employment, will depend to a critical extent upon the persons who staff our schools. The "who" in education today will influence the "what" in education tomorrow.

Traditionally, American public education has been organized essentially around two institutions: the community high school and the liberal arts college. The high school offered essentially a college preparatory course with some terminal commercial and vocational training for those who would not go to college. Where the population base was large enough, the local school system might split the two parts of the secondary program and maintain both academic and vocational high schools. However, the bulk of the educational effort was geared to the eventual goal of the baccalaureate degree. When junior colleges first entered the educational system, they too were academically oriented. As the costs of a college education and the competition for places at the state colleges and universities skyrocketed, the junior college served as a less expensive, less rigorous introductory experience from which the able student could "transfer" to "college" in order to "complete" his education.

Increasing concern over those who leave the educational system without a saleable skill and the need for rapid expansion of new types of occupational training have raised many challenges to the traditional organizational patterns and philosophical bases of American public education. Perhaps the most dramatic response to the demands for change has been the rapid development of postsecondary one and two-year occupational programs. These programs have been established in a variety of institutional settings: separate, frankly nontransfer-oriented institutions; divisions of established junior (or senior) colleges; or as an integral part of a new "community college," the most rapidly growing educational institution today. The community college is ideally a multipurpose institution offering lower division college courses, short and long-term occupational programs, remedial courses, and general adult education. In short it is a community center similar to the elementary school of 100 years ago or the community high school of 40 years ago.

Less dramatic, but potentially as significant, have been attempts to broaden the program of both the academic and the vocational high schools, adding more occupational training in the former and more academic training in the latter.

The expansion of vocational education and the controversies over where and how to teach what to whom have very real implications for the practicing teacher. As the locus of occupational training shifts from one type of institution to another, as both employers and educators ask for more general education courses for graduates of technical training courses, as formal job training is made available to new groups of youths and adults, the career patterns and job descriptions of teachers at all levels and in all fields will change.

The study upon which this report is based was designed to provide baseline descriptive information about the professional competencies, career patterns, and educational philosophy of teachers in academic and vocational programs at both the secondary and two-year postsecondary level. Systematic knowledge about the characteristics and opinions of the teacher--a critical link between plan and execution--is needed for the policy maker to respond intelligently to the needs of a changing world of work.

The Sample

Four types of schools, representing various institutional arrangements and educational philosophies, were included in the study population. These four types of schools were defined for sampling purposes as follows.

1. Comprehensive high schools.--Schools operated by local public school districts that teach grades 10, 11, and 12, but are not identified by the state education department's directory as "vocational" or "technical".

2. Vocational high schools.--Schools operated by local public school districts or regional public authorities that teach grades 11 and 12 and are identified by the state education department's directory as "vocational" or "technical" schools.

3. Junior and community colleges.--Postsecondary schools operated by school districts or other public authorities, offering two-year courses of study (and possibly programs of shorter duration as well) and listed in the 1967 edition of the American Association of Junior Colleges Directory.

4. Vocational and technical centers.--Schools operated by public authorities that offer postsecondary programs in vocational and/or technical fields (and possibly secondary level programs as well) but which are neither vocational high schools nor junior or community colleges as defined above.

The two-stage sampling procedure was designed to preserve, as far as possible, various patterns of continuity between these four kinds of institutions.

Establishment of District Population

According to the 1965-66 U. S. Office of Education Directory of Public School Systems there were, at that time, 6,900 school systems offering grades 9-12 of which 2,320 had fewer than 600 high school pupils. In recognition of the trend toward larger administrative units and because study of high school vocational offerings led us to conclude that such offerings were meager in districts with fewer than 600 secondary pupils, the decision was made to eliminate such districts from the study population.

The 4,580 eligible districts with secondary (9-12) enrollments of 600 or more were ordered by size within states and sampled according to the plan given below.

Size Category	Secondary Enrollment	Number of Districts	Sampling Fraction	Districts in Sample
1a	100,000 & over	3	1/1	3
1b	25,000-99,999	42	1/2	21
2	12,000-24,999	70	1/4	18
3	6,000-11,999	172	1/8	22
4	3,000- 5,999	499	1/16	34
5	1,200- 2,999	1616	1/40	43
6	600- 1,199	2178	1/60	39
Total		4580		180

Secondary sample.--One comprehensive high school was chosen at random from each of the 180 districts except in three very large districts where two such schools were drawn for a total of 183 comprehensive high schools. In addition, a vocational or technical high school was selected in each of the 36 sample districts that operated such specialized facilities. Again, two of these institutions were selected in each of the three very large districts for a total of 39 vocational high schools.

Postsecondary sample.--At least one public postsecondary two-year institution providing occupational training (area vocational center, technical institute, junior or community college) was paired with each high school according to one of the following criteria: (a) designation by the state education agency as the postsecondary institution serving the geographical area in which the sample school district is located, or (b) within "reasonable commuting distance of secondary schools within the district." Eighty-eight such institutions were selected to represent the range of postsecondary programs available.

Teachers.--The original study design called for all teachers, counselors, and administrators in the selected institutions. This procedure was maintained with one general exception. In the very large junior colleges, with faculties of 150 or more, these groups were sampled on a 1-3 basis.

The Response

Because of the nature of the study design requiring that individuals be contacted through an institution, this type of survey is beset by two major sources of nonresponse bias: (1) unit refusals, where an entire school or district declines to participate as well as, (2) a low response rate from a particular class of respondent. The unit refusal rate was most pronounced at the secondary level: thirty-two, or 18 per cent, of the initial sample of school districts declined to participate. There were only two such refusals at the postsecondary level. The reasons given for nonparticipation were almost invariably lack of staff time accentuated by increasing research requests from all sources. Research demands, particularly in large city schools, have increased markedly in the last five years.

Replacements were selected with a view to preserving the structure of the sample by substituting a district of similar size and program in the same state or region as the original unit. High school replacement efforts were 80 per cent successful. As the two postsecondary institutions had been paired with high school districts that also declined to participate, no attempt was made to replace them.

Overall response.--The final respone rate by type of school and class of respondent is shown in Table 1:1. At the outset of the study, a criterion response rate of 75-80 per cent of the faculty of the participating schools had been established as the goal. This goal was essentially achieved for all classes of respondents except part-time

TABLE 1:1

RESPONSE RATES BY TYPE OF SCHOOL AND CLASS OF RESPONDENT

	Sample	Usable Returns	Per cent
Comprehensive High School			
Schools	183	147	80
Administrators	377	315	84
Counselors	579	494	85
Teachers	9,772	7,364	75
Full-time	9,614	7,253	75
Part-time	158	111	71
Vocational High School			
Schools	39	29	74
Administrators	106	90	85
Counselors	99	90	91
Teachers	1,638	1,284	78
Full-time	1,609	1,263	79
Part-time	29	21	72
Technical Center			
Schools	34	26	76
Administrators	84	62	74
Counselors	46	34	74
Teachers	915	679	74
Full-time	739	587	79
Part-time	176	92	52
Junior, Community College			
Schools	54	47	87
Administrators	254	213	84
Counselors	46	34	84
Teachers	3,199	2,323	73
Full-time	2,660	1,930	73
Part-time	539	393	73

teachers in technical centers. The relatively small number of these in contrast to their full-time colleagues reduces the effect of their non-participation.

The geographical distribution of the 249 participating schools shown in Table 1:2 reflects the distribution of each type of school in the overall population: e.g. vocational high schools are concentrated in the North Atlantic States, large junior colleges in the West and Southwest. Of the 48 contiguous states all except New Hampshire and Kansas are represented in the sample.

Response by major subject category.--As indicated above, in addition to unit refusals one faces the hazard of a low response rate from a particular class of respondent. Table 1:3 presents the teacher response rates by major subject category and type of school. A response rate of 70 per cent or better was attained in all groups except fine arts and physical education in the comprehensive high school, and technical and trade teachers in junior colleges. The relatively high rate of response for science and mathematics teachers in these institutions may indicate that the potential response bias may be a function of differences in classification systems. In this study, a teacher was classified according to his description of his major subject matter responsibility. Although such assignment agreed in the vast majority of the cases with both departmental identification and institutional classification, there were notable exceptions, particularly among teachers of science, mathematics, engineering technology, and the trades in the postsecondary schools. Consequently, we believe that the "true" response rate for these four groups lies somewhere between the 70-99 per cent recorded for technical centers and the 62-84 per cent recorded for junior colleges.

Some lack of congruence between institutional and individual definition of assignment is not disturbing. Previous research on teachers and their perceptions convinces us that teachers respond like the reference groups with whom they identify. Hence the inclusion of those who teach technical or vocational mathematics or English among mathematics and English teachers places them where they tend to put themselves. In this way homogeneity of opinion response within the subject categories is increased.

The reader is invited to inspect the detailed subject classifications used and numbers of responses obtained for each such classification in Tables A-1 and A-2.

TABLE 1:2

DISTRIBUTION OF SCHOOLS BY REGION AND TYPE

Type of School	Number	Geographical Location			
		North Atlantic	Great Lakes, Plains	Southeast	West, Southwest
TOTAL	249	62	56	67	64
Small high school	49	9	9	23	8
Medium high school	33	8	8	6	11
Large high school	30	6	11	4	9
Very large high school	35	10	4	9	12
Vocational high school	29	14	4	6	5
Technical center	26	2	8	13	3
Small junior college	22	8	5	3	6
Large junior college	25	5	7	3	10

TABLE 1:3

TEACHER RESPONSE RATES BY MAJOR SUBJECT CATEGORIES BY TYPE OF SCHOOL

Subject Category	Comprehensive High School		Vocational High School		Technical Center		Junior College	
	Sample	Response	Sample	Response	Sample	Response	Sample	Response
TOTAL	9,610	76%	1,615	79%	895	76%	3,150	73%
Academic Subjects	7,520	76%	680	84%	100	99%	1,740	78%
Science, mathematics	2,050	80	215	85	65	99	560	84
English, foreign language	2,560	78	180	89	20	99	520	77
Social studies	1,350	77	140	83	15	99	410	73
Fine arts	600	63	45	79	-	-	125	79
Physical education	960	66	100	76	-	-	125	89
Vocational Subjects	2,090	76	935	76	795	72	1,410	66
Technical, trades	630	75	565	74	640	70	850	62
Agriculture, home economics	410	85	140	75	50	82	90	69
Business, distributive education	1,050	74	230	85	105	85	470	72

II. THE SCHOOL SETTING

As noted in Chapter I, four major institutional types were represented in the sample of 249 schools--comprehensive high schools, vocational high schools, vocational-technical centers offering postsecondary training, and junior or community colleges. For analytical purposes comprehensive high schools and junior colleges were further categorized by enrollment (four size designations were used for high schools, two for junior colleges).

Descriptive information about institutional programs was obtained from 242 of the 249 participating institutions (see appendix B for a copy of the Administrator Questionnaire). The distribution of these 242 schools by type and size is given below:

	Number in Sample	Institutional Data from:
Small high school (fewer than 1,000 students)	49	49
Medium-sized high school (1,000-1,499 students)	35	33
Large high school (1,500-1,999 students)	29	29
Very large high school (2,000 or more students)	34	32
Vocational high school	29	28
Vocational-technical center	26	25
Small junior college (fewer than 150 faculty)	22	22
Large junior college (150 or more faculty)	25	24
TOTAL	249	242

Course Offerings

The administrator form asked which of ten major programs of study (college preparatory or transfer, general, remedial, and the seven major vocational programs) were offered. Every program was offered by at least two schools in each type-size category. There were, however, characteristic differences in program emphases by type of school.

Secondary programs.--The typical comprehensive high schools, regardless of size, had five major programs--college preparatory, general studies, office occupations, home economics, and trade and industry.

The probability of a major in distributive education increased with the size of the high school, whereas the probability of an agricultural major was negatively related to the size of the school; 50 per cent of the agricultural teachers in the study sample taught in small high schools. The typical vocational high school offered three majors--trade and industry (27 of the 28 schools), office occupations (18 schools), and technical occupations (14 schools). Home economics and distributive education were less frequently found, each being offered by nine vocational high schools. It is interesting to note that nine of the 28 vocational high schools offered a college preparatory major, some evidence of the growing comprehensiveness of these institutions.

Postsecondary programs.--At the postsecondary level the emphasis understandably shifts from trade and industry to technical training; all 25 technical centers and 43 of the 46 junior colleges offer technical majors. But trade and industry is still an important curriculum area, found in 17 technical centers, 11 large junior colleges, and 8 small junior colleges. The somewhat lower frequency of trade and industry in the small colleges may well be more a function of cost than of educational philosophy. Numerically the most important new vocational curriculum on the postsecondary level is a program of studies in one of the health occupations. Judging from the school catalogues and the distribution of respondents (see Table A-1), the bulk of this training is in nursing.

Office occupations programs are an important, but by no means universal, postsecondary program found in 18 large junior colleges, 14 small junior colleges, and 11 technical centers. Considering the relative ease of introduction of such training and the popularity of business education in the comprehensive high school, it is interesting to note that this program is not incorporated routinely in the small junior college curricula. A closely allied field, distributive education, is even less frequently found at the postsecondary level; only 14 of the 46 junior colleges and 7 of the 25 technical centers had programs in retailing or merchandising. One cannot easily attribute the relative lack of emphasis on clerical and sales occupations to an academic bias as all of the small junior colleges offer technical majors. Small numbers make speculation hazardous but one wonders whether there may not be a desire to avoid duplication of the programs offered in the proprietary business schools. In the past, high school graduates either went to "college" (including junior college) or "business school". Perhaps the distinction still holds to some extent.

To summarize: The typical small junior college has four programs--certainly a transfer program, one or more technical majors, and probably business education and health training. The typical technical center has three major programs--technical, trade and industry, and either business or health. The typical large junior college will offer six programs--college transfer, technical, office occupations health, general studies, and trade and industry or distributive education. The breadth of program offerings in the large junior colleges is reflected in the fact that 15 of the 24 schools are designated as area vocational

schools by their respective states. Only six of the small junior colleges were so designated.

The basic or remedial program.--The concept of a special remedial program is a relatively new phenomenon. Students with educational handicaps have been taught traditionally under the umbrella of the general curriculum. Judging from the reports from these 242 schools, the philosophical position that rejects the assignment of these students to a special curriculum is still prevalent in the small high schools where 35 of the 49 schools offer a general course of study and only 14 offer an identifiable remedial program. Large high schools are more likely to have a distinct remedial program; 42 of these 74 schools report such programs. In this instance the junior colleges are more like the small high school; only 11 of the 46 schools report a remedial program.

Neither a general nor a remedial program appears to be compatible with the educational philosophy of the vocational-technical school. Only 7 of the vocational high schools have a general program; only three offer a remedial one. Both curricula are almost nonexistent in the technical centers where only one of the 25 schools had either program, and this program was essentially for part-time students.

Enrollment Patterns

The chief administrator was also asked to supply full- and part-time enrollment figures for each program available in his school. Table 2:1 shows what proportion of the full-time student population in each type-size stratum was enrolled in each of the ten curricula while Table 2:2 provides the parallel information on part-time enrollment.

Full-time enrollments.--Between 55 and 70 per cent of the full-time students in the comprehensive high schools are taking a college preparatory or general program. The proportions in each of the five major programs are roughly similar across size categories except for a significantly lower registration in the general curriculum in the very large high school. The latter is balanced by relatively high enrollments in D.E. and technical programs.

About 40 per cent of the students in vocational high schools and technical centers are taking T & I. Otherwise, the enrollment distributions are quite dissimilar: vocational high school students are more likely to enroll in a college preparatory or office education curriculum, while students in technical centers elect technical programs and training for health occupations.

Despite the range of offerings in the junior colleges, 60 to 70 per cent of the students in these schools enroll in a transfer or a general program. Without knowing the capacity of the vocational programs offered, it is impossible to say how many additional students might be accommodated in them. In addition, many of these programs are just getting started. Twenty-six of the 46 colleges first offered some of their occupational programs in the 1966-67 school year--30 plan to

TABLE 2:1

FULL-TIME STUOENT ENROLLMENT IN EACH MAJOR PROGRAM BY TYPE OF SCHOOL
(In Percentages)

Type of School	Number of Full-Time Students	College Preparatory, Transfer	General, No Major	Basic Remedial	Vocational Majors						
					Technical Occupations	Office Occupations	Distributive Education	Trade and Industrial	Agriculture, Horticulture	Home Economics	Health Occupations
TOTAL	339,306	47.1	13.2	1.8	6.0	11.6	2.3	11.1	.8	3.8	2.1
Small high school	31,023	43.6	24.2	1.2	1.3	11.4	1.8	5.5	3.5	7.1	.4
Medium high school	38,459	46.2	20.4	3.5	1.5	9.8	1.4	8.6	1.2	6.7	.7
Large high school	47,949	51.5	20.3	2.6	.8	11.5	1.7	5.1	.5	5.3	.7
Very large high school	83,572	51.2	12.8	2.4	2.5	11.8	4.2	9.1	.4	5.3	.3
Vocational high school	30,661	21.5	7.1	1.2	6.2	18.4	1.9	39.2	.2	2.1	2.2
Technical center	11,138	1.3	5.2	-	29.2	10.0	2.4	43.2	.4	.1	8.2
Small junior college	17,926	67.7	3.3	2.4	12.5	6.7	.6	2.2	1.1	1.4	2.2
Large junior college	78,578	53.5	7.1	.6	12.4	11.0	2.0	6.9	.6	.5	5.4

TABLE 2:2

PART-TIME STUDENT ENROLLMENT IN EACH MAJOR PROGRAM BY TYPE OF SCHOOL
(In Percentages)

Type of School	Number of Part-Time Students	College Preparatory, Transfer	General, No Major	Basic Remedial	Vocational Majors						
					Technical Occupations	Office Occupations	Distributive Education	Trade and Industry	Agriculture, Horticulture	Home Economics	Health Occupations
TOTAL	72,646	42.6	6.5	3.7	15.6	10.3	1.6	17.1	.2	.4	2.0
Small high school	104	1.9	92.3	-	-	1.9	3.8	-	-	-	-
Medium high school	128	-	96.1	-	-	-	2.3	1.6	-	-	-
Large high school	36	-	-	100.0	-	-	-	-	-	-	-
Very large high school	434	6.7	1.8	-	76.0	4.6	4.4	6.4	-	-	-
Vocational high school	3,366	5.1	6.4	-	8.7	13.1	-	58.3	1.3	1.3	5.8
Technical center	6,516	-	-	25.7	23.8	6.2	1.4	39.1	-	2.0	2.0
Small junior college	10,874	39.6	24.0	4.8	22.0	3.1	.4	3.8	.1	.2	1.9
Large junior college	51,178	51.6	3.3	.9	13.2	12.2	1.9	14.6	.2	.2	1.8

further strengthen these programs in 1967-68. It is still too early to tell whether this concerted effort to increase the number of majors will entice a significant number of students away from the transfer program. With all of its polydimensional potential, the Junior college in 1967 was still an essentially academic institution.

Part-time enrollments.--The part-time enrollment pattern in the comprehensive high school is in sharp contrast to that of the full-time students. These schools have very few part-time students, but those they do have are concentrated largely in general or remedial programs, except in the very large high schools where three out of four of the part-time students attend technical training courses. Some 10 per cent of the vocational high school students study part-time, most frequently in the trades, often under an apprenticeship arrangement with local industries.

Unlike the secondary population, almost two-fifths of the post-secondary students attend school part-time. T & I is the most popular course for the part-time technical center student; a transfer or general course is most frequently elected by his junior college counterpart. The basic similarities in course selection by both types of students at the postsecondary level suggests that these schools have done a fair job of offering their total educational program "around the clock".

Work Experience and Cooperative Work-Study

Schools have always helped deserving students find part-time employment. Sometimes these jobs earn the student general credit toward graduation; sometimes they are an integral part of his course of study. Recent federal legislation has encouraged part-time student employment through the creation of the Neighborhood Youth Corps, the work-study provisions of the Vocational Education Act of 1963, and the Higher Education Act of 1965. One aim of our study was to discover how many schools have what kinds of programs and how many students are involved in them.

Some form of work experience is offered by three-fourths of the schools in each category. However, the numbers involved in any type of school are usually quite small: only five comprehensive institutions reported that as many as 20-30 per cent of their students were working in school-sponsored programs. In the majority of the comprehensive high schools and junior colleges, participation in these programs involved fewer than five per cent of the student body. Somewhat higher rates of participation were found in the vocational and technical schools. One of each had more than 70 per cent of its students employed part-time in work-study, and nine vocational high schools and three technical centers showed 10-20 per cent in the programs. However, the average participation rates for these two categories were eight and five per cent respectively, not much higher than the four to seven per cent averages for the comprehensive schools.

As shown in Table 2:3, emphasis on the various work programs shifted with size and type of school. Although postsecondary students are eligible, Neighborhood Youth Corps remains essentially a high school program. All three types of the postsecondary institutions were more likely to utilize the work-study provisions of the Vocational Education Act. Other programs of general work experience, with or without credit, were an inportant part of the financial assistance offered in the comprehensive schools, particularly in the small junior colleges.

The more structured cooperative work programs involved just over 2 per cent of the total student body, or 45 per cent of those participating in any kind of school sponsored work arrangement. The heaviest concentration in cooperative distributive education was in the first three high school groups, whereas cooperative T & I was more prevalent in the very large high schools, the vocational schools, and the technical centers. Only in the large junior colleges was there a sizable enrollment in cooperative work programs in office occupations. Although this field is the major vocational offering in the comprehensive high school, it is predominantly classroom taught at the secondary level.

Predictions of Educational Progression of Student

Question #7 on the administrative form asked the school principal, director, or president to estimate the eventual educational attainment level of his current (1966-67) entering students. The results of their forecasting are shown in Table 2:4. Somewhat to our surprise, the respondents were able to make such predictions with relative ease; only 5 of the 242 administrators did not answer the question. The numbers in the table represent averages for each type of school (in per cents), rather than figures based on the size of the current entering class, since the latter figures were not available. Although this procedure gives each school equal weight regardless of its student population, potential distortion is attenuated by grouping schools in relatively homogeneous size categories.

Predictions for current high school students.--There is a marked consistency in the picture presented by administrators in comprehensive high schools. On the basis of their predictions we should expect 50-60 per cent of the 1966-67 entering freshmen to complete high school and take further training, most often of an academic nature. Another 25 per cent should enter the job market directly upon high school graduation. The educational career pattern of the remaining 15-20 per cent is uncertain. Perhaps half of them will "drop out" in the traditional sense of that word, but the other half should eventually finish high school although their progress might be interrupted by military service, geographical mobility, work, or other foreseen or unforeseen events.

Whereas the majority of those graduating from comprehensive high schools are expected to go on for further training, the typical vocational high school graduate is expected to enter the job market immediately upon high school graduation. If he does go on, he is almost as likely to take further vocational training as he is to take further

TABLE 2:3

PARTICIPATION IN EACH TYPE OF WORK STUDY PROGRAM BY TYPE OF SCHOOL
(In Percentages)

Type of School	Number Students in Work Study	Work Experience		Federal Programs		Cooperative Work Programs		
		Credit	No Credit	NYC	Work Study	Trade and Industry	Distributive Education	Office Occupations
TOTAL	19,909[a]	10.3	15.0	10.3	19.4	18.5	16.2	10.3
Small high school	1,763	9.1	17.7	27.8	4.0	6.2	26.4	8.8
Medium high school	1,435	14.3	8.3	22.5	2.7	11.1	26.8	13.7
Large high school	3,071	19.1	14.5	9.9	17.0	9.1	22.0	8.4
Very large high school	3,127	18.1	11.3	18.4	8.9	30.1	8.6	16.3
Vocational high school	2,688	4.9	7.7	13.0	10.4	35.0	10.0	19.0
Technical center	838	-	6.3	0.2	33.4	43.7	9.8	6.6
Small junior college	1,964	0.2	37.8	-	44.4	6.8	5.5	4.3
Large junior college	5,023	7.8	14.8	0.1	32.5	23.5	11.3	32.5

[a]This number is five per cent of the total student population of 411,952. The number os students in work study programs varies from four to eight per cent among the various types of schools.

TABLE 2:4

PREDICTION OF EDUCATIONAL PROGRESSION OF STUDENTS FOR THE AVERAGE SCHOOL BY TYPE OF SCHOOL
(In Percentages)

Type of School	Number	Dropout Before Completion	Transfer Before Completion	Interrupt Studies, Eventually Graduate	Graduate, Enter Job Market[a]	Graduate, Further Vocational Training	Graduate, Further Academic Training	Unknown
TOTAL	242	15	7	4	29	10	31	4
Small high school	49	9	7	3	28	14	39	-
Medium high school	33	8	6	2	25	15	44	-
Large high school	29	11	8	3	23	11	44	-
Very large high school	32	7	9	3	22	13	46	-
Vocational high school	28	15	5	4	52	10	14	-
Technical center	25	20	3	4	57	5	4	7
Small junior college	22	38	13	9	16	2	18	4
Large junior college	24	28	11	10	15	5	19	12

[a] Includes approximately one to two per cent in each type of school who go directly into military service (boys) or marriage (girls) upon graduation.

[b] As actual numbers of students were not available for this question, these figures are average percents for each category of school.

academic training. It is also expected that somewhat more of these students will drop out of school before completing a high school education. The contrast between the two sets of predictions mirrors the classic schism between the goals and clientele of the academic and vocational high school.

Predictions for current postsecondary students.--The pattern for the technical center is similar to that for the vocational high school, yet more extreme. More students are expected to seek immediate employment; fewer are expected to take further training. The number with uncertain futures increases sharply. The center directors anticipate that 20 per cent of their students will not complete their intended program of study. Another 14 per cent will leave the respective institution, but may eventually complete some program.

The sense of uncertainty is most evident with the junior college population. Between 20 and 25 per cent of the entering students are expected to graduate and go on to further training. Another 15 per cent should graduate and enter the job market. Three out of five will not complete a certificate or a degree program at that college. Of these, some will transfer before graduation to another institution, presumably a four-year college; others will interrupt, but eventually complete their program of study; and 30 to 40 per cent will drop out. The general expectation of so high a drop out rate points up the dilemma of the "open door" institution. If one accepts all comers, one must expect a fair share not to finish. In this connection, it is worth noting that three of the small junior colleges, where the drop out rate is almost 40 per cent, instituted remedial programs in 1966 in an attempt to equip more students to undertake a college level program.

Orientation Toward Curriculum Change

In the late 50's and early 60's educational curriculum change was centered around the core academic subjects--mathematics, science, and foreign language. By 1967, the emphasis had shifted to the occupational curricula. The majority of the schools either had increased their vocational offerings in 1966-67 or had firm plans to do so in 1967-68. The greatest amount of change took place in the large junior colleges (92%) and the technical centers (68%); the least occured in the vocational high schools (40%). Between 50 and 60 per cent of each of the other groups had added to their occupational offerings. In addition, almost half of the medium-size high schools had broadened their academic program.

The curricular expansion in the technical centers is not surprising. Many of these institutions are relatively new and growing rapidly. The high rate of change in all of the comprehensive institutions indicates that they are indeed becoming what previously many had been in name only. The high schools were adding D.E. and T & I and making their business education program more directly vocational in nature. The junior colleges were adding T & I, health occupations, and other technical training programs. The relative lack of change in the

TABLE 2:5

ORIENTATION TOWARD CHANGE OF CHIEF ADMINISTRATOR BY TYPE OF SCHOOL
(In Percentages)

Type of School	Number	Some Curriculum Change 1966-68		No Curriculum Change 1966-68	
		Wants More	Does Not Want More	Wants Change	Does Not Want Change
TOTAL	242	38.0	20.0	26.0	17.0
Small high school	49	22.0	25.0	43.0	10.0
Medium high school	33	52.0	21.0	15.0	12.0
Large high school	29	28.0	21.0	31.0	21.0
Very large high school	32	38.0	13.0	25.0	25.0
Vocational high school	28	29.0	11.0	32.0	29.0
Technical center	25	44.0	24.0	16.0	16.0
Small junior college	22	41.0	18.0	23.0	18.0
Large junior college	24	67.0	25.0	8.0	-

vocational high school is cause for concern. If indeed, our vocational curricula should be revised to correspond to the rapidly changing world of work, the vocational high school must change or fail to perform its function. Most of its students enter the job market directly upon graduation, but even jobs on the entry level are changing swiftly in today's world.

Perhaps relative lack of change is a creature of necessity rather than design. Bureaucratic wheels in long established institutions grind slowly. Inspection of Table 2:5 suggests that this may be at least part of the story. This table attempts to portray the extent to which the chief administrator is oriented toward change. The first pair of columns shows how respondents in schools that made curriculum changes feel about more change. The second pair of columns refers to officials in schools that had made no changes. The first column, then, presents the proportions who not only have made changes, but desire more (38 per cent of the total sample); the fourth column gives the proportions who are most inclined toward the status quo (16 per cent of the total sample). Although the number of cases in each subgroup are too small for generalizations, some of the findings are instructive.

When we look at both realization and desire taken together, we find, as seen in column 4, that 29 per cent of the vocational high school administrators find the status quo satisfactory. So, too, do 18 to 25 per cent of those who direct large high schools and small junior colleges. The most positive orientation toward change is found at the two ends of the educational continuum--the small high school and the large junior college--where only 10 per cent of the former and none of the latter advocate the status quo.

Minimal Faculty Requirements

One of the important current issues in education is the question whether, and how, certification requirements should differ for teachers in academic and vocational programs. Some educators advocate the position that "you can teach a bricklayer how to teach more readily than you can teach a teacher how to lay brick". Translated into the language of educational certification, this means that pedagogical and degree requirements should be waived when hiring vocational teachers and credit for work experience be considered the equivalent of the traditional academic credentials. Of course, it is assumed, implicitly or explicitly, that the vocational teacher will earn his pedagogical credits, and hopefully a degree, through inservice training. Indeed, there are in each state itinerant teacher trainers to perform precisely this function.

As part of our study of the role of the vocational teacher vis-a-vis his academic colleague, we wished to find out how, if at all, practicing school administrators would distinguish between minimum qualiciations for the two teaching positions. The responses to this line of questioning are given in Table 2:6 (educational requirements) and Table 2:7 (work experience requirements).

TABLE 2:6

MINIMAL EDUCATIONAL REQUIREMENTS FOR TEACHERS BY TYPE OF SCHOOL
(In Percentages)

Type of School	Number	Teachers in Occupational Programs						Teachers in Academic Programs			
		State Credential	Less Than B. A.	B. A.	More Than B. A.	Variable[a]	None Given	State Credential	B. A.	More Than B. A.	None Given
TOTAL	242	12.0	24.0	40.0	7.0	5.0	13.0	7.0	37.0	23.0	32.0
Small high school	49	14.0	10.0	45.0	4.0	2.0	24.0	12.0	57.0	2.0	29.0
Medium high school	33	21.0	15.0	36.0	3.0	3.0	21.0	15.0	48.0	3.0	33.0
Large high school	29	24.0	17.0	45.0	7.0	-	7.0	14.0	48.0	7.0	31.0
Very large high school	32	16.0	13.0	56.0	6.0	-	9.0	9.0	56.0	22.0	13.0
Vocational high school	28	4.0	50.0	11.0	4.0	18.0	14.0	-	29.0	21.0	50.0
Technical center	25	-	56.0	24.0	-	16.0	4.0	-	12.0	4.0	84.0[b]
Small junior college	22	5.0	23.0	50.0	18.0	-	5.0	-	5.0	82.0	14.0
Large junior college	24	-	29.0	46.0	21.0	-	4.0	-	13.0	79.0	8.0

[a]Schools with this response differentiate in the requirements between trade and technical teachers, expecting technical teachers to have a B. A. or more.

[b]Twenty Technical Center Directors indicated that they had no academic program.

TABLE 2:7

WORK EXPERIENCE REQUIRED FOR VOCATIONAL TEACHERS BY TYPE OF SCHOOL
(In Percentages)

Type of School	Number	Required Amount Unspecified	1-3 Years	4-6 Years	7-10 Years	None Given
TOTAL	242	19.0	20.0	13.0	1[illegible].0	34.0
Small high school	49	12.0	12.0	8.0	4.0	63.0
Medium high school	33	18.0	15.0	15.0	3.0	49.0
Large high school	29	31.0	21.0	10.0	3.0	35.0
Very large high school	32	13.0	22.0	3.0	13.0	47.0
Vocational high school	28	14.0	14.0	11.0	54.0	7.0
Technical center	25	12.0	40.0	28.0	12.0	8.0
Small junior college	22	32.0	18.0	27.0	14.0	9.0
Large junior college	24	33.0	25.0	8.0	17.0	17.0

Educational requirements.--One of the most interesting findings is the number of administrators who do not specify any minimal educational requirements (13% for the occupational program and 32% for the academic program). The high "no answer" rate is in contrast with the generally complete replies to all questionnaire items. The lack of response may be associated with a feeling that the individual high school is not in a position to set minimal requirements and that these criteria are established by the school district or the state. That both the nonresponse and the answer "state certification" are highest among secondary administrators lends support to this inference. Lack of response may also be associated with a feeling that the question has no relevance to the respondent's institution. Twenty technical center directors said that they had no academic program as such. Perhaps the high nonresponse on requirements for teachers in academic programs in the vocational high schools is due to a similar judgment.

Where educational requirements are specified, the majority of the administrators in all comprehensive schools would require at least a B. A. degree for teachers in both programs. Only in the vocational institutions would 50 per cent, or more, accept less than a B. A. for vocational teachers, and here a further distinction between trade and technical teachers may be made stipulating the requirement of a B. A. degree for the latter. The M. A. becomes the essential requirement for academic teachers in the junior college. In sum, the schools are basically academic institutions. Although there is recognition that teachers qualified to teach vocational subjects, especially the trades, may not have the usual academic credentials (24% of the schools would accept less than a B. A. for these fields), the general conclusion is that a B. A. is necessary for both vocational and academic teachers.

Work experience requirements.--Minimum work experience requirements are by no means uniform. No specific requirement is found in about two-thirds of the comprehensive high schools. Where the number of years is specified, it runs the gamut from one to 10 with a median requirement of about three years. The most stringent requirements are in the vocational high school where over half of the schools require 7-10 years, or journeyman status. The technical centers, on the other hand, would settle for experience in business and industry of six years or less. Whatever the amount, most of the postsecondary institutions report a requirement for some outside work experience.

No table is shown for work experience requirements for teachers in academic programs as 85 per cent of the high schools and 55 per cent of the junior colleges gave none. When comments were made, they were essentially to the effect that one or two years' prior teaching experience was desirable.

Inducements Needed to Maintain an Able Faculty

Turning from requirements to inducements, we find a clear picture of agreement. The aggregate weighted first, second, and third choices for each type-size category are given in Table 2:8. "Better Working

TABLE 2:8

INDUCEMENTS NEEDED TO MAINTAIN ABLE FACULTY BY TYPE OF SCHOOL

	Number	First Choice	Votes[a]	Second Choice	Votes	Third Choice	Votes
TOTAL	242	Better working conditions	399	Better physical facilities	203	"Merit" pay	189
Small high school	49	Better working conditions	99	Better physical facilities	57	"Merit" pay	39
Medium high school	33	Better working conditions	64	Better physical facilities	29	"Merit" pay	26
Large high school	29	Better working conditions	67	Better physical facilities	26	"Merit" pay	23
Very large high school	32	Better working conditions	69	Better physical facilities	25	"Merit" pay	17
Vocational high school	28	Better working conditions	40	Waive certification requirements	32	"Merit" pay	17
Technical center	25	Waive certification requirements	33	Sabbatical leave	27	"Merit" pay	23
Small junior college	22	"Merit" pay	28	Better working conditions	26	Sabbatical leave	15
Large junior college	24	Better Working Conditions	25	Better Physical facilities	24	More recruitment in college	22

[a]The "vote" count is determined by weighting the response by a factor of 3, 2, or 1 depending upon whether the item was selected as the first, second, or third most important inducement.

Conditions," i.e., smaller teaching loads, is in first place for six of the eight groups and in second place for the small junior college. It's twin, "better physical facilities," is in second place for five groups. Neither factor is named among the top three by administrators of technical centers. Do these schools have the small course loads and modern facilities that the other schools so ardently desire? Perhaps.

They, too, have their problems, however. The technical center directors and the vocational high school principals would like to be able to waive state certification requirements in order to hire teachers who might not meet state requirements but are competent in their occupational field. In contrast, higher or uniform certification requirements were not popular choices for any group. The desire to break from traditional standards is further evidenced by the surprising third place vote for "merit pay," the classic bugaboo of educational pay schedules. These findings exemplify a growing concern that teachers are not all alike and should be selected and paid for the specific job done rather than on the basis of a hypothetical typical assignment.

Recapitulation.--Analysis of curriculum offerings reveals that there are important differences between the programs offered by comprehensive schools and those of vocational or technical schools. The former, particularly the large junior colleges, presented more choices to the student. However, despite the range of offerings, the largest share of the full-time enrollment in the comprehensive schools is still in the college preparatory, transfer, or general program. T & I is the major curriculum in both types of vocational schools. The majority of the sample schools either had increased their vocational offerings in 1966-67 or had firm plans to do so in 1967-68. Many of the administrators favor further change, especially those at the two ends of the educational continuum--the small high school and the large junior college.

Most of the schools offer several school-sponsored work programs serving 4 to 8 per cent of the student body in each size category. Approximately half of this group, or slightly more than 2 per cent of the students in the sample, take part in cooperative work-study programs. Expectations of students' eventual educational attainments in comprehensive and vocational schools are in line with the traditional distinction in the goals of the two types of institutions: it is expected that students from the first will seek further training and those from the second will enter the job market directly upon graduation.

Although administrators recognize that qualified vocational teachers may not have the usual academic credentials, the most frequently cited minimum educational requirement is a B. A., whatever the subject area. The minimum work experience required may vary from none to journeyman status. There is consensus among school administrators that better working conditions, better physical facilities, and the freedom to offer "merit pay" would facilitate the recruitment and maintainence of an able faculty.

III. TEACHER BACKGROUND AND TRAINING

What sorts of teachers staff these 242 schools? In this section of the report we shall present the major findings on teacher background, training, and career course. All analyses are presented separately for secondary and postsecondary teachers and by each of 18 major subject categories. Summary tables show selected characteristics of the "typical teacher," defined throughout the report as the modal, most frequently mentioned, category. Wherever the distribution is essentially bimodal, both responses are shown. The base data from which all summary tables were derived are included in Appendix A together with detailed distributions on other items that may be of interest.

As the reader follows the discussion presented in this chapter, he should bear in mind that this was a predominantly male population. At the high school level, 80 per cent or more of the vocational teachers were male in all fields except in the service trades (33%), business education (35%), health (7%) and home economics (2%). Similarly 60 per cent, or more, of the academic teachers were male, except those in English (30%), foreign language (34%), physical education (57%) and "other," which is essentially special education (50%). The preponderance of male teachers is even more pronounced at the postsecondary level. At least 60 per cent of the teachers in all academic fields and 85 per cent in all vocational fields are male, except those in business education (65%), home economics (5%), and health (5%). (See Table A-4.)

Background

Table 3:1 presents the age, community background, and father's occupation of the "typical" teacher in each field.

Age.--This is a relatively young population. The typical academic teacher in the high schools is 36; his postsecondary counterpart is only three years older. In the vocational areas, the high school teacher is 41, the postsecondary teacher is 42. The major exceptions to the general rule that vocational teachers are three to five years older than their academic colleagues are found among the business teachers at the high school level, the distributive education teachers at both levels, and the foreign language teachers at the postsecondary level.

Community background.--This is an urban population. The largest single group of respondents (30-50%) in 27 of the 36 subgroups graduated from a large city high school. Only instructors in agriculture, home economics, high school mathematics, and postsecondary automotive and skilled trades were most often from a rural or small town background.

Father's occupation.--Taken as a whole, the teacher population was almost equally divided among sons and daughters of semi-skilled,

TABLE 3:1

BACKGROUND OF THE "TYPICAL" TEACHER BY SUBJECT TAUGHT

	SECONDARY				POSTSECONDARY			
	Number	Age[a]	Community Background[b]	Father's Occupation[b]	Number	Age[a]	Community Background[b]	Father's Occupation[b]
TOTAL	8648	37	Large City	Skilled	3001	39	Large City	Skilled
Total Academic	6345	36	Large City	Skilled	1539	39	Large City	Skilled, Professional
Science	916	35	Large City	Skilled	327	38	Large City	Skilled, Professional
Mathematics	901	36	Town	Skilled	236	38	Large City	Skilled
Social studies	1153	36	Large City	Skilled	322	39	Large City	Professional
English	1626	36	Large City	Professional	359	39	Large City	Professional
Foreign language	537	37	Large City	Professional	71	46	Large City	Professional
Fine arts	411	37	Large City, Town	Skilled	99	38	Large City	Professional
Physical education	707	34	Large City	Skilled	117	36	Large City	Skilled
Other	94	38	Small City	Skilled	17	44	Town	Skilled
Total Vocational	2303	41	Large City	Skilled	1462	42	Large City	Skilled
Engineering technology	256	44	Large City	Skilled	399	41	Large City	Skilled
Automotive	188	45	Large City	Skilled	164	44	Town	Skilled
Trades	296	43	Large City, Town	Skilled	87	46	Rural	Skilled
Graphics	98	42	Large City	Skilled	58	42	Large City	Skilled
Service trades, police	57	47	Large City	Skilled	65	44	Small City	Skilled
Agriculture	49	42	Rural	Farmer	24	44	Rural	Farmer
Home economics	350	42	Town, Rural	Farmer	38	45	Town	Skilled, Farmer
Business education	885	37	Large City	Skilled	392	37	Large City	Skilled
Distributive education	81	35	Large City	Varied	62	42	Large City	Managerial
Health	43	43	Large City	Skilled	173	42	Large City	Skilled

[a] In median years.

[b] Most frequently mentioned category; multiple categories are shown when each listed alternative occurs with approximately equal frequency.

TABLE 3:2

PROFESSIONAL QUALIFICATIONS AND EXPERIENCE OF "TYPICAL" TEACHER BY SUBJECT TAUGHT

	SECONDARY				POSTSECONDARY			
	Number	Certification[a]	Degree Status[a]	Years Teaching Experience[b]	Number	Certification[a]	Degree Status[a]	Years Teaching Experience[b]
TOTAL	8648	Standard	B. A.	11	3001	Either	M. A.	10
Total Academic	6345	Standard	B. A.	10	1539	Standard	M. A.	11
Science	916	Standard	B. A.	9	327	Standard	M. A.	10
Mathematics	901	Standard	B. A.	9	236	Standard	M. A.	11
Social studies	1153	Standard	B. A.	10	322	Standard	M. A.	9
English	1626	Standard	B. A.	9	350	Standard	M. A.	12
Foreign language	537	Standard	B. A.	10	71	Standard	M. A.	12
Fine arts	411	Standard	B. A.	12	99	Standard	M. A.	14
Physical education	707	Standard	B. A.	10	117	Standard	M. A.	13
Other	94	Standard	B. A.	11	17	Standard	M. A.	17
Total Vocational	2303	Standard	B. A.	11	1462	Vocational	B. A., M. A.	8
Engineering technology	256	Either	B. A.	11	399	Vocational	B. A.	7
Automotive	188	Vocational	H. S. D., B. A.	10	164	Vocational	H. S. D.	7
Trades	296	Either	B. A.	12	87	Vocational	H. S. D.	7
Graphics	98	Vocational	B. A.	12	58	Vocational	M. A.	10
Service trades, police	57	Vocational	H. S. D.	6	65	Vocational	H. S. D., B. A.	9
Agriculture	49	Either	B. A.	17	24	Neither	M. A.	6
Home economics	350	Either	B. A.	15	38	Standard	B. A.	18
Business education	885	Standard	B. A.	11	392	Standard	M. A.	7
Distributive education	81	Either	B. A.	7	62	Vocational	M. A.	6
Health	43	Vocational	B. A.	7	173	Vocational	B. A., M. A.	8

[a]Most frequently mentioned category; "either" is used when either type of certification is held by 30 per cent or more of the respondents.

[b]In median years.

skilled, and clerical workers, on the one hand, and those from managerial and professional backgrounds on the other (see Tables A-6 and A-7). However, the single category mentioned most frequently was that of the skilled trades, accounting for approximately 25 per cent, or more, of the distribution in 25 of the 36 fields. This percentage rose to 30-40 per cent for those who taught the trades. Professional backgrounds were most common in English and foreign language, at both levels, and in fine arts and social science at the college level.

The major finding that emerges from the data presented in Table 3:1 is the essential similarity of background among teachers in most fields. Agriculture and home economics teachers are rural in origin; the teacher of language skills and the arts may be drawn more frequently from professional backgrounds. But the typical teacher, whatever his area of concentration, was born in the late 20's or early 30's and grew up in a blue collar household in a city, probably a large one.

Professional Qualifications and Experience

Table 3:2 summaries certification and degree status and total years of teaching experience by educational level and field.

Certification.--There are no surprises in the certification status of the high school academic teacher, two-thirds or more of whom hold a standard certificate. The finding that vocational teachers may possess either a standard or a vocational certificate is more interesting. A special analysis of certification by type of school indicates that standard certification is more typical in all vocational fields in the comprehensive high schools; vocational certification is more likely in all fields except business education in the vocational high school.

Provisional certification is highest, not in the trades, but in those fields, both academic and vocationa, that are new curricula (e.g., health and service occupations) or where demand has outstripped the supply of certified teachers (e.g., special education, foreign language, and mathematics). Although certification is not gernally required at the postsecondary level, almost 80 per cent of these teachers are certified, relfecting in part their years of teaching experience at the secondary level. (See Table A-8.)

Degree status.--The reader will recall that the most frequently desired educational requirements were the B. A. for secondary teaching and the M. A. for a postsecondary position. These expectations were generally met by the typical teacher.

One-half of the high school teachers in the automotive trades and 83 per cent of those in the service trades held less than a B. A. degree; elsewhere, at least 60 percent of the teachers in all vocational fields had obtained a B. A. or higher degree. There is some tendency for those with less than a B. A. to teach in the vocational high school (where their lack of academic accreditation is more acceptable) but even here 36 per cent of those in engineering technology and 24 per cent of

those in the automotive and skilled trades have a baccaulerate degree and another 20 and 13 per cent, respectively, have a master's degree.

At the postsecondary level 20 per cent, or more, of the vocational teachers in all fields (except the automotive and skilled trades) hold an M. A. degree, and the Master's is the typical degree for those in graphics, agriculture, business and distributive education.

The continuing upgrading of the educational preparation of the vocational teacher is one of the most important trends in the field. In this connection it is interesting to note that 30-40 per cent of those who teach the service and health occupations, newly emerging fields, hold A. A. degrees or technical institute certificates. (See Table A-10.)

Years of teaching experience.--Aside from teachers of agriculture and home economics, who report 15-17 years of teaching experience, and those in the service trades, D. E., and health, who have spent only six or seven years in the teaching profession, the typical high school teacher had been in education for ten years. Teaching careers among academic instructors at the postsecondary level average one or two years longer except in the social sciences. By contrast, the postsecondary vocational specialist, except for the home economist, consistently indicates less teaching experience than his secondary counterpart. This relative lack of experience is most pronounced in the technical centers and small junior colleges where the typical vocational instructor has five years of teaching experience. Turning from total years of educational experience to experience in his current teaching assignment, we find that the modal teacher in all types of schools is familiar with his subject. Median years of experience in the major subject taught range from three years in the technical centers to seven years in the large junior colleges.

Occupational experience.--Three-fourths of the teachers, regardless of assignment, have had paid employment outside of education. As shown in Table 3:3, the vocational teachers have worked in their subject field or in a closely related area. The direct correspondence is most evident for agriculture, business, sales, health and the trades. The frequent trade background of the engineering technology instructors at the high school level reflects the mixed nature of the field whereas the background of these teachers at the postsecondary level is one of engineering--indicative of the emphasis on the training of engineering technicians in these schools.

Business, sales, and the skilled trades are the most popular areas of employment for academic teachers. Probably the most directly related experience is that of the physical education teacher in youth activities, the postsecondary science and mathematics teacher in engineering, and junior college art teacher in graphics. However, business and sales may also be valuable "related fields" for the academic scholar. Certainly a good teacher must be able to "sell" his subject; and typing is eminently useful in the clerical work any teacher has to do day in and day out.

TABLE 3:3

MAJOR OCCUPATIONAL EXPERIENCE OUTSIDE EDUCATION BY SUBJECT TAUGHT

Subject	SECONARY TEACHERS		POSTSECONDARY TEACHERS	
	Number	Occupational Areas[a]	Number	Occupational Areas[a]
TOTAL	7001[b]	Business (40%) Sales (31%)	2682[b]	Business (32%) Sales (22%) Trades (20%)
Total academic	4942	Business (38%) Sales (32%)	1285	Business (31%) Sales (24%)
Science	751	Sales (30%) Construction (21%) Business (20%)	289	Engineering (27%) Sales (21%)
Mathematics	691	Business (36%) Sales (26%) Construction (21%)	199	Engineering (31%) Business (29%) Sales (20%)
Social studies	926	Sales (37%) Business (37%) Construction (20%)	270	Business (39%) Sales (28%)
English	1238	Business (53%) Sales (36%)	287	Business (43%) Sales (25%)
Foreign language	398	Business (52%) Sales (27%)	55	Business (53%) Sales (24%)
Fine arts	300	Sales (33%) Business (32%)	81	Sales (26%) Business (25%) Graphics (25%)
Physical education	563	Youth (46%) Sales (28%) Business (27%)	91	Youth (37%) Sales (24%) Construction (24%)
Other	75	Business (36%) Sales (32%)	13	Business (31%)
Total vocational	2059	Business (44%) Sales (28%) Trades (29%)	1397	Business (32%) Trades (28%) Engineering (22%)
Engineering technology	236	Trades (61%) Engineering (32%) Construction (28%)	382	Engineering (66%) Trades (34%)
Automotive	182	Trades (79%)	155	Trades (78%) Construction (19%)
Trades	272	Trades (62%) Construction (46%)	85	Trades (72%) Construction (31%)
Graphics	93	Graphics (50%) Trades (40%)	55	Graphics (46%) Trades (26%)
Service trades, police	56	Trades (66%)	60	Trades (43%) Police (40%)
Agriculture	40	Farming (88%)	21	Farming (90%)
Home economics	259	Food service (38%) Sales (38%) Business (37%)	33	Business (45%) Food service (27%)
Business education	801	Business (88%) Sales (30%)	374	Business (81%) Sales (28%)
Distributive education	80	Sales (88%) Business (30%) Construction (20%)	62	Sales (68%) Business (61%)
Health	40	Health (72%) Sales (18%)	170	Health (87%)

[a]Only areas in which approximately 20% or more of the respondents in a given category have had experience are listed.

[b]Base number includes only those teachers with occupational experience outside education.

Although most teachers have been employed outside of education, their periods of work were not long. The typical teacher in the comprehensive high school, male or female, academic or vocational, has had less than one year of full-time outside employment. Brevity of employment in business and industry is characteristic of academic teachers at the postsecondary level as well. The only academic teachers with any appreciable amount of outside experience are found in the technical centers where the typical male teacher, in mathematics or science, reported at least five years of outside employment, usually in engineering.

Male vocational teachers in vocational high schools, technical centers, and junior colleges present an interesting work history. While the median years of employment are respectively 9, 5, and 8, all of the distributions are bimodal--the most frequent response is no full-time experience at all while the second most frequent response is 10 or more years of full-time employment. Vocational teachers can pick up occupational experience in the summer; some 30-40 per cent of the high school teachers in D. E. and the trades were planning to do so during the summer of 1967 (see Table A-14), but the point remains that for many of these teachers the primary professional identification throughout their adult careers has been education not business or industry.[1]

One interesting corroboration of this educational identification is the finding that almost one-third of the vocational instructors are married to teachers or former teachers. (See Table A-15.) Another is their membership in professional educational organizations. One-third or more of the vocational teachers in all groups except business education and postsecondary agriculture belong to the American Vocational Association. The majority of the high school teachers and a substantial minority of the college instructors belong to the National Education Association (see Table A-17), and 30-60 per cent in all areas but automotive and skilled trades belong to some other professional society in their field (see Table A-18).

Continuing Education

Almost 30 per cent of the respondents were currently working toward some type of formal degree, most frequently in a master's program; 22 per cent of the secondary teachers and 11 per cent of the postsecondary teachers are so engaged (see Table A-11). When the proportions are recomputed using only the eligible population as a base, i.e. those who hold a baccalaureate degree, the proportion of teachers working for the M. A. increases to 42 and 61 per cent for secondary and postsecondary academic teachers and 34 and 40 per cent for the two vocational groups.

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[1] This conclusion is supported by the finding that only 23 per cent of the high school vocational teachers and 32 per cent of the postsecondary vocational teachers currently hold either part- or full-time jobs outside their educational institutions, and that this job is most frequently a teaching position in another educational institution.

TABLE 3:4

PARTICIPATION IN NONDEGREE COURSES IN LAST FIVE YEARS
BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS			POSTSECONDARY TEACHERS		
	Number	Yes	No	Number	Yes	No
TOTAL	8648[a]	56.1	40.9	3001[b]	58.2	39.2
Total academic	6345	55.3	42.1	1539	49.3	48.2
Science	916	64.1	33.3	327	56.6	41.6
Mathematics	901	62.2	35.1	236	57.6	41.1
Social studies	1153	50.7	47.0	322	41.0	55.9
English	1626	51.7	45.4	350	44.0	52.6
Foreign language	537	57.9	40.6	71	50.7	47.9
Fine arts	411	51.8	45.3	99	38.4	57.6
Physical education	707	49.4	47.5	117	56.4	42.7
Other	94	63.8	33.0	17	64.7	23.5
Total vocational	2303	58.6	37.7	1462	67.5	29.8
Engineering technology	256	56.1	39.6	399	61.2	37.1
Automotive	188	70.7	23.4	164	75.6	19.5
Trades	296	50.3	45.9	87	74.7	23.0
Graphics	98	60.2	33.7	58	62.1	36.2
Service trades, police	57	80.7	12.3	65	78.5	18.5
Agriculture	49	77.6	22.4	24	54.2	45.8
Home economics	350	57.7	37.7	38	68.4	28.9
Business education	885	55.8	41.5	392	66.6	30.6
Distributive education	81	67.9	32.1	62	61.3	37.1
Health	43	69.8	23.3	173	74.6	22.0

[a]Two hundred fifty three nonrespondents (2.9%).

[b]Seventy eight nonrespondents (2.6%).

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Using a similar procedure for vocational teachers with less than a B. A., we find that 41 per cent of the high school group and 30 per cent of those in postsecondary schools are working on a B. A.

Nondegree courses.--As shown in Table 3:4, one-half or more of the respondents, except those in postsecondary social science, English, and fine arts, have taken one or more nondegree course within the last five years, typically as recently as 1966. The high incidence of such training among service trades and health instructors, coupled with their relative lack of the B. A. degree, may indicate that these teachers prefer the "short course" to the more formal degree program. Most teachers, especially those in the service trades, found their nondegree courses very useful; relatively few judged them to be of little use. Least satisfied were English teachers, at both levels, and high school business education teachers; in these fields only two-fifths of the respondents gave their inservice training a high rating.

Nondegree courses are offered by a variety of public and private agencies. Government-sponsored institutes have drawn a sizable number of participants from science and mathematics. Vocational teachers, particularly those in postsecondary schools, have availed themselves of the opportunities for training provided by business organizations and trade unions. Hospitals and other nonprofit agencies offer a variety of courses, which are taken most frequently by those in health, fine arts, home economics, physical education, and the protective services. Military service schools have provided useful training for trade instructors. However, teachers in all groups rely most heavily on regular and extension college courses for their inservice training. (See Table A-13.)

Review.--The typical vocational teacher may have a vocational or standard certificate, or both; he holds a B. A. degree and has spent most of his adult career teaching his subject, rather than "working at it". Although he may have had related work experience, his major professional qualifications are academic; and he continues to upgrade them as indicated by his participation in both degree programs and inservice training. The general lack of appreciable amounts of full-time outside employment experience is consonant with the relative lack of such requirements in all types of schools.

Job Responsibilities

It has been widely assumed that vocational teachers spend more time in direct instruction than do their academic colleagues. Our findings support this assumption. In the high schools, the median instructional hours per week amount to 26-28 hours for academic teachers and to 21-34 hours for vocational instructors (see Table 3:5). It is noteworthy that those in agriculture, home economics and business spend nearly the same hours in instruction as their academic colleagues and that those in distributive education have an enviable median course load of 21 hours per week. Instructional responsibilities at the postsecondary level are also correspondingly heavier for the vocational teacher. Here, the typical academic teacher spends 14-16 hours in class; the corresponding

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TABLE 3:5

COURSE LOAD OF "TYPICAL" TEACHER BY SUBJECT TAUGHT

	SECONDARY			POSTSECONDARY		
	Number	Instructional Hours Per Week[a]	Class Size[b]	Number	Instructional Hours Per Week[a]	Class Size[b]
TOTAL	8648	27	28	3001	16	24
Total Academic	6345	26	29	1539	15	27
Science	916	26	27	327	16	27
Mathematics	901	26	28	236	14	26
Social studies	1153	29	31	322	14	33
English	1626	26	28	350	14	26
Foreign language	537	27	25	71	15	19
Fine arts	411	27	34	99	15	25
Physical education	707	27	38	117	16	34
Other	94	28	14	17	20	18
Total Vocational	2303	28	25	1462	19	22
Engineering technology	256	31	23	399	18	19
Automotive	188	34	20	164	30	20
Trades	296	31	22	87	28	20
Graphics	98	32	32	58	24	19
Service trades, police	57	33	24	65	23	24
Agriculture	49	28	17	24	17	17
Home economics	350	27	27	38	16	24
Business education	885	26	23	392	16	24
Distributive education	81	21	23	62	10	25
Health	43	31	28	173	24	25

[a] In median hours.

[b] In median number of students.

figures for the vocational teachers are more variable but average out at 19 hours. As before the D. E. teacher has the lightest load, and agriculture, home economics, and business education have a course load similar to the academic one.[2]

Although the vocational teachers work longer hours, they do so with fewer students, averaging four to five fewer students per class. The largest classes (with medians of over 30 students) are found in social studies, fine arts, and physical education. The only vocational instructors with more than 30 students (in an average class) are high school graphics teachers.

Offsetting their heavier involvement in direct teaching, vocational instructors carry a lighter load of nonteaching duties (see Table A-26). Although they do serve as vocational counselors, they are consistently less involved as student activity sponsors, in monitoring study halls, and as members of faculty committees. Again, the vocational disciplines that are more academically oriented--agriculture, home economics, business, and D. E. are more closely involved in club sponsorship and direct student supervision. A further deviation from the general pattern is the high incidence of curriculum committee work among postsecondary health teachers. The apparent relative relief from nonteaching duties may be dysfunctional: one of the complaints about the vocational teacher's status is that he is not truly a part of his institutional community. Nonteaching duties are not only chores but vehicles for being "where the action is."

Career Course

Table 3:6 summarizes the career course of the typical teacher--how he was recruited, where he came from, and what his expectations are--all matters of concern to the policy maker.

Why choose teaching.--Career choices are a fascinating field of study to the behavioral scientists. Do individuals choose their life work purposively or do they drift into it through a combination of circumstances?

The typical academic teacher in the high schools, except for the science instructor, decided upon education as a career because of a favorable "set" toward teaching formed during his own high school career. So, too, did those engaged in the now familiar trio of agriculture, home economics, and business education. Teachers in other vocational fields were recruited through more varied channels. The inspiration and encouragement of an older person was instrumental in drawing the trade instructor into the high schools. Teachers of engineering technology, D. E.,

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[2] In case any distributive education teacher objects to his "favorable" position, we hasten to add that we are fully aware of his other obligations--arranging work situations, interviewing employees, etc.

TABLE 3:6

CAREER COURSE OF "TYPICAL" TEACHER BY SUBJECT TAUGHT

	SECONDARY				POSTSECONDARY			
	Number	Why Choose Teaching[a]	Immediate Prior Occupation[a]	Job Expectations[a]	Number	Why Choose Teaching[a]	Immediate Prior Occupation[a]	Job Expectations[a]
TOTAL	8648	H.S.E.[b]	Student	High School Teacher	3001	L.R.E.[b]	H. S. Teacher	Junior College Teacher
Total Academic	6345	H.S.E.	Student	High School Teacher	1539	L.R.E.	H. S. Teacher	Junior College Teacher
Science	916	L.R.E.	Student	High School Teacher	327	L.R.E., Chance	H. S. Teacher	Junior College Teacher
Mathematics	901	H.S.E.	Student	High School Teacher	236	L.R.E.	H. S. Teacher	Junior College Teacher
Social studies	1153	H.S.E.	Student	High School Teacher	322	L.R.E.	H. S. Teacher	Junior College Teacher
English	1626	H.S.E.	Student	High School Teacher	350	H.S.E.	H. S. Teacher	Junior College Teacher
Foreign language	537	H.S.E.	Student	High School Teacher	71	H.S.E.	H. S. Teacher	Junior College Teacher
Fine arts	411	H.S.E.	Student	High School Teacher	99	H.S.E.	H. S. Teacher	Junior College Teacher
Physcial education	707	H.S.E.	Student	High School Teacher	117	H.S.E.	H. S. Teacher	Junior College Teacher
Other	94	H.S.E.	Student	High School Teacher	17	L.R.E.	H. S. Teacher	4-year College Teacher
Total Vocational	2303	H.S.E.	Private business	High School Teacher	1462	Chance	Private business	Junior College Teacher
Engineering technoiogy	256	L.R.E.	Private business	Technical Center Teacher	399	L.R.E., Chance	Private business	Junior College Teacher
Automotive	188	Inspiration	Private business	Technical Center Teacher	164	Chance	Private business	Technical Center Teacher
Trades	296	Inspiration	Private business	High School Teacher	87	Chance	Private business	Technical Center Teacher
Graphics	98	Chance	Private business	High School Teacher, Technical Center Teacher	58	L.R.E., Chance	Private business	Junior College Teacher
Service trades, police	57	Inspiration	Private business	Technical Center Teacher	65	Chance	Private business	Technical Center Teacher, Junior College Teacher
Agriculture	49	H.S.E.	Student	High School Teacher	24	L.R.E.	Private business	Junior College Teacher
Home economics	350	H.S.E.	Housewife	High School Teacher	38	L.R.E.	Private business	Junior College Teacher
Business education	885	H.S.E.	Student, Business	High School Teacher	392	H.S.E., Chance	Private business	Junior College Teacher
Distributive education	81	L R.E.	Student	High School Teacher	62	L.R.E.	Private business	Junior College Teacher
Health	43	L.R.E.	Hospital	Technical Center Teacher	173	Chance	Hospital	Junior College Teacher

[a] Most frequently mentioned category; multiple categories are shown when each listed alternative occurs with approximately equal frequency.

[b] H.S.E. = high school experience
L.R.E. = later related experience

and health came by way of a more circuitous route; an interesting college course or an occupational experience that proved to be disappointing led them eventually to a teaching career. The graphics teacher often ended up in the high school by chance.

The element of chance, or nonpurposive choice, was an important factor in the career pattern of the postsecondary teacher. At this level, far fewer teachers made an early decision in favor of teaching. If they could identify a purposive choice, it was more frequently based on later related experience than on their high school period or on an older role model.

Immediate prior occupation.--Most of the academic teachers come directly from a previous educational experience, either from college, graduate school, or from another high school teaching position. If one views progression through the grades as upward mobility, the typical post-secondary teacher is upwardly mobile, having previously taught in a secondary school. There is also some downward mobility at this level as one-quarter of these instructors have previously taught in a four-year college (see Table A-21).

Fifty per cent, or more of the vocational teachers in all fields but high school agriculture, business, and distributive education came into their present jobs from outside of education. The high incidence of recruitment of postsecondary vocational teachers from private business is most pronounced in the technical centers--probably facilitated by the recency of the development of these schools and, perhaps, by their different recruiting techniques. These institutions insist less often on standard academic credentials, are more disposed toward part-time teachers, and exemplify a new philosophy of education that may be appealing to the practicing businessman.

Our respondents expect to remain teachers and to continue to engage in their profession in the same type of school in which they are now employed. Half of the high school teachers have done all of their teaching in their present school and have held that position for five or six years. A third of the postsecondary academic teachers and one-half of the postsecondary vocational teachers are also in their first teaching position with an average tenure of 3 to 4 years. The frequent expectation among trade instructors that they will be working in a technical center in five years may be a portent of institutional reorganization to come. But the important conclusion is that this is a population of public school teachers who expect to remain public school teachers, rather than "graduate" to university teaching or administration or reenter the outside labor market.

Satisfaction With Teaching

Almost three-fourths of the respondents have taught for four years or more, long enough to form some opinion about the desirability of education as a profession. Some had started teaching "by chance," particularly those in the postsecondary vocational subjects, but most had "chosen" teaching, often while still in high school.

However they were recruited into education and whatever their field, it is clear that most teachers were satisfied with their profession. When at least half of the teachers in every subject would choose teaching again, it may be unjust to call attention to the mild dissenters. However, the finding that there is relatively less satisfaction in science, mathematics, and engineering technology, fields which carry high status in education, is worth noting. (See Table A-31.) There are many employment opportunities outside of education for persons in these three fields. The more attractive the alternative choices, the less satisfied one may be where he is. There is some evidence supporting this theory in the finding that women are generally more satisfied with teaching than men.

Advantages of teaching.--Why do teachers like teaching? The survey findings indicate that flexibility and stimulation are high on the list of advantages. Summers free for study or travel, the opportunity to combine teaching with raising a family, and the intellectual stimulation of colleagues and students are very real rewards. (See Table A-28.) Although there are interesting minor variations in emphasis, such as the greater emphasis on security among high school vocational teachers, the pattern of major advantages is essentially similar within all groups.

Disadvantages of teaching.--Even a chosen profession has its disadvantages. Major concerns were lack of time to plan and prepare, poor administration which results in unnecessary clerical work for the teacher, and unmotivated students. (See Table A-29.) Again, the disadvantages, like the advantages, are essentially similar according to respondents in all subject areas, suggesting that both the favorable and the unfavorable aspects of teaching are related to institutional rather than subject matter variables. This conclusion is supported by the finding that more teachers in postsecondary schools, where there is greater flexibility in institutional requirements, expressed the view that there were no particular drawbacks to teaching as a profession.

Summary

The typical teacher, whatever his subject area, was born in the late 20's or early 30's and grew up in a blue collar household in a city, probably a large one. Unless he is in the automotive or service trades, the chances are 2-1 that he has a B. A. or higher degree. His occupational experience has been primarily in teaching, and he has taught his major subject for several years. While the median vocational instructor has five to nine years of full-time outside employment, the distribution is bimodal--the most frequent response is no outside employment at all; the second most frequent response is ten or more years of full-time employment. The general lack of appreciable amounts of full-time outside employment is consonant with the relative lack of such requirements in all types of schools.

Almost 30 per cent of the respondents were working toward some type of formal degree, most frequently in a master's program. In addition, half of them had taken one or more nondegree course within the last five years, usually as recently as 1966 and usually in a college or university setting.

Positive high school experiences, inspiration of an older role model, later related experience, and chance were all cited as reasons for choosing teaching as a profession. Most of the academic instructors came to their present position directly from a previous educational experience. The majority of the vocational teachers, except in agriculture, business, and D. E. came from outside of education. However recruited into education, it is clear that most teachers were satisfied with their profession and expect to remain in it as classroom teachers.

IV. TEACHER OPINIONS

At this point the focus of the narrative shifts from the description of school programs and faculty characteristics to the analysis of teachers' opinions about: the extent of their personal autonomy, the adequacy of school services; current secondary and postsecondary curricula, and questions of educational policy. As before, summary tables are presented in the text, one for each educational level. Frequency distributions upon which these summaries are based are shown in Appendix Tables A-32 through A-77. Typical opinions are useful in indicating a general climate of opinion, but they do not tell the whole story. The modal group seldom encompasses less than 30 per cent of the respondents in a subcategory and may include 50 per cent or more, but there is always a "minority opinion." Where the shape of the distribution is bimodal, as is often the case, double entries appear in the text tables.

Personal Autonomy

Every teacher rated on a four point scale (from "no influence," low, to "my decision solely," high) the degree of influence he had in twelve decision areas related to the curriculum, teaching methods, and students in his courses. The areas are divided into three each dealing with curriculum and teaching methods, and six treating the teacher's relationship with his students (see Faculty Questionnaire, Appendix B).

Autonomy in the secondary school.--The ratings displayed in Table 4:1 demonstrate a generally high measure of agreement about the extent to which the individual teacher can control his job situation. "No influence" ratings are prevalent with respect to curriculum matters such as class size, course prerequisites, and the closely related course recruitment and rejection of unqualified applicants, although there is less unanimity about lack of influence over the latter. In rather striking contrast, the teachers state that they have "considerable influence" in deciding specific course content, some to considerable influence in text book selection, considerable leeway in adopting new teaching methods, and complete freedom in choosing audiovisual materials.

The findings, paradoxical though they may be, are fascinating, for they shed some light on why class size and curriculum planning are becoming frequent issues in contractual negotiations. Heretofore, the teacher has been able to control the dynamics of his teaching situation but not its structure: students, qualified or not, were sent to him in whatever quantity that was considered administratively practical; he was then free to exercise his creativity in conducting his class more or less in his own manner.

The uneven involvement of the classroom teacher in school matters is further documented by the relationship with his students presented

TABLE 4:1

MODAL AMOUNT OF INFLUENCE IN SELECTED DECISION AREAS
SECONDARY TEACHERS BY SUBJECT TAUGHT

Subject	Number	Class Size	Course Prereq-uisites	Course Content	Textbook Selection	New Teaching Methods	Selection A-V Materials	Course Recruit-ment	Reject Unqualified	Disci-plinary Dismissals	Fail Students	College Recommen-dations	Job Recommen-dations
TOTAL SECONDARY	8648	4[a]	4	2	3	2	1	4	4	3	1	3	3
Total Academic	6345	4	4	2	3	2	1	4	4	3	1	3	3, 4
Science	916	4	4	2	2, 3	2	1	4	4	3	1	3	3, 4
Mathematics	901	4	4	2, 3	3	2	1	4	3	3	1	3	3, 4
Social studies	1153	4	4	2	3	2	1	4	4	3	1	3	3, 4
English	1626	4	4	2	3	2	2, 3	4	4	3	1	3	3, 4
Foreign language	537	4	4	2	3	2	2, 3	4	3	3	1	3	3, 4
Fine arts	411	3	1	1	1	1	1	2, 3	3	2, 3	1	3	3
Physical education	707	4	4	2	4	1, 2	1	4	4	3	1	3	3, 4
Other	94	4	4	2	1	1	1	4	2, 4	2	1	4	2, 3
Total Vocational	2303	4	4	2	2	2	1	3, 4	3	3	1	3	3
Engineering	256	4	3, 4	2	1	1, 2	1	3, 4	3	3	1	3	2
Automotive	188	4	2, 3	2	1, 2	2	1	4	3	3	1	3	2
Trades	296	3, 4[b]	2, 3, 4	1, 2	1	1, 2	1	4	3	3	1	3, 4	2
Graphics	98	3	3	2	1, 2	2	1	3	3	3	1	3	2
Service trades, police	57	4	3, 4	2, 3	2	3	1	3, 4	3, 4	3, 4	1	4	1, 2
Agriculture	49	3	2	1	1	1	1	3	3	2, 3	1	3	2
Home economics	350	4	3, 4	2	2	1, 2	1	3	4	3	1	3	3
Business education	885	4	4	2, 3	3	2	1	4	3	3	1	3	3
Distributive education	81	2, 4	4	2	1	1, 2	1	1, 2	1	2	1	3	1
Health	43	4	3, 4	2	3	2, 3	1	3	3	2, 3	1	4	2, 3

[a] 1 = "my decision solely" 3 = "some influence"
2 = "considerable influence" 4 = "no influence"

[b] Multiple numbers are shown when each listed alternative occurs with approximately equal frequency.

through these ratings. Although he has very little control over whom he accepts in the first place, he has the honored academic prerogative to fail the student, and some say in dismissing a student who is a disciplinary problem. Once the student leaves his immediate environment, however, the instructor again exercises relatively little influence on his future, e.g. in college or job placement recommendations. In today's educational bureaucracy, these tasks are in someone else's bailiwick. Yet the teacher pays the price because he seeks the challenge of working and associating with youth.

Let the policymaker ponder this role dissonance arising in the secondary school setting. Attention now must be directed to the exceptions that test the general rule, for they are as significant as the overall ratings.

On the academic side of the picture, the fine arts teachers report most autonomy in course organization. Music and art are talent-oriented subjects. Here, the instructor seems to feel that he is allowed to exercise his professional judgment about minimal standards for admittance to the course; how he can enforce these decisions without adequate control over class size remains a mystery. He also has free rein in the manner in which he organizes and presents his material, a degree of autonomy most frequently approximated by the special education teacher who also works with an atypical student clientele.

In general, the vocational teachers have more freedom than their academic colleagues in making decisions in the areas of textbook selection, rejection of unqualified students, and, to some extent, in course recruitment and job placement recommendations. Perhaps the most nearly autonomous agent among the vocational specialists is the distributive education teacher. He may have considerable control over class size, actively recruits for the course, feels free to reject unqualified students, and plays a direct role in job placement. His relative latitude in decision-making is understandable within the current educational structure when one recalls that the distributive education coordinator is a quasi-administrator. The distributive educator's freedom is approximated by that of the teacher of agriculture, the oldest successful vocational specialty.

Autonomy at the postsecondary level.--As shown in Table 4:2, more decision making power is found at the postsecondary level, but the differences between levels are not as marked as one might have expected. Again, teachers lack influence over class size, course recruitment, and, to a lesser degree, rejection of unqualified students. They do, however, have a larger voice in determining course prerequisites, particularly in the vocational subjects, and in disciplinary dismissals. Strangely enough, the vocational teachers feel they have less to say about college placement recommendations than do their secondary counterparts, perhaps assuming that fewer of their students will take further training. Although somewhat blunted, the same general pattern of control over course presentation but lack of influence in student placement may be observed everywhere.

TABLE 4:2

MODAL AMOUNT OF INFLUENCE IN SELECTED DECISION AREAS
POSTSECONDARY TEACHERS BY SUBJECT TAUGHT

Subject	Number	Class Size	Course Prereq-uisite	Course Content	Textbook Selection	New Teaching Methods	Selection A-V Materials	Course Recruit-ment	Reject Unqualified	Disci-plinary Dismissals	Fail Students	College Recommen-dations	Job Recommen-dations
TOTAL POSTSECONDARY	3001	4[a]	2, 4[b]	2	2	2	1	4	3, 4	2	1	3	3
Total Academic	1539	4	2, 4	2	2	2	1	4	3, 4	2	1	3	3
Science	327	4	2	2	1	1, 2	1	4	3, 4	1, 2	1	3	3
Mathematics	236	4	2, 4	2	2	1, 2	1	4	3	2	1	3	3
Social studies	322	4	2, 3, 4	2	2	1	1	4	4	2	1	3	3
English	350	4	4	2	2	1, 2	1	4	4	1, 2	1	3	3
Foreign language	71	3, 4	2, 3	2	1	1, 2	1	4	2	2	1	3	4
Fine arts	99	3	2	1	1	1	1	3	1, 3	2	1	3	3
Physical education	117	3	2	2	2	1	1	4	2, 4	1	1	3	3
Other	17	3, 4	4	2	2	1	1	3	3	2	1	3, 4	3
Total Vocational	1462	4	2	2	2	2	1	4	3	2	1	4	2
Engineering technology	390	4	2, 3, 4	2	1, 2	2	1	4	2, 3, 4	2	1	3, 4	2, 3
Automotive	164	4	3	2	2	2	1	4	3	2	1	4	2
Trades	87	4	4	2	1, 2	2	1	4	3	2	1	4	2
Graphics	58	3	2	2	1	1	1	3	2	2	1	2	2
Service trades, police	65	3, 4	2	2	1	1,2	1	3	2	3	1	4	2
Agriculture	24	3	2	2	1	1	1	2	2, 3	1, 3	1	2	2
Home economics	38	3	2	2	1	1	1	3, 4	3, 4	2	1	4	2
Business education	392	4	2	2	2	2	1	4	3, 4	2	1	3, 4	2, 3
Distributive education	62	4	2, 3	2	1, 2	1	1	2, 3, 4	3, 4	2	2	3	2
Health	173	4	4	2	2	2	1	3	3	2, 3	1	3, 4	3

[a] 1 = "my decision solely" 3 = "some influence"
2 = "considerable influence" 4 = "no influence"

[b] Multiple numbers are shown when each listed alternative occurs with approximately equal frequency.

The major difference between the two educational levels obtains in the determination of course prerequisites, where the postsecondary teacher plays a much more active role. As before, we find that instructors in fine arts, graphics, and agriculture have somewhat more autonomy than their colleagues in other fields. On the other hand, the teacher of distributive education presents a less positive picture; it may be that at this level he does not hold as administrative a position as in the high school. Analysis of the departmental organization of the junior college indicates that D. E. is often considered part of the Business Education Department rather than a separate specialty.

Adequacy of School Services

Any practitioner wishes to be generally proud of his field and individually proud of his organization's position within it. The professional also prides himself on his objectivity. It is to the credit of the respondents that their ratings of various aspects of their school programs reflect a balance of these two factors. There is an understandable tendency to rate one's own piece of the action as above average in quality, but there are also judgments that suggest that these teachers are aware of some of the weaknesses in their school programs.

Secondary programs.--Both academic and vocational instructors generally agree that academic counseling and placement are "average," the midpoint of the rating scale provided, but that the rest of the academic program is above average. One interesting exception is the average rating on "suitability for a major university" given academic courses by many teachers in technical subjects, the three categories of T & I, and agriculture. Another exception to the general pattern is the recurring "no opinion" response of instructors in the health occupations.

There is less consensus between academic and vocational teachers in rating the adequacy of the vocational program. Foreign language teachers may feel incompetent to judge the excellence of the vocational program in their school, many teachers in all academic fields have doubts about the breadth of the vocational curriculum, but the overall assessment by academic teachers boils down to "average." Not so the vocational teachers. They are more critical of the vocational counseling services offered and express greater variety in judgments of the adequacy of the vocational placement services. Otherwise, they generally rate the programs in which they work as above average. Agriculture and home economics teachers are more critical in their assessment of the breadth and suitability of the vocational program than teachers in the other occupational fields. The low ratings ("below average") given job placement services by a fair share of the teachers in engineering technology and the trades are cause for concern. These instructors have considerable influence on job placement recommendations, but still feel that the school is not doing all it can to place their students. (See Table 4:3.)

Postsecondary programs.--Several conclusions emerge from the findings given in Table 4:4. At the postsecondary level, academic teachers generally record more favorable judgments of the vocational

TABLE 4:3

MODAL RATINGS OF OWN SCHOOL PROGRAM
SECONDARY TEACHERS BY SUBJECT TAUGHT

Subject	Number	Vocational Program						Academic Program					
		Counseling	Placement	Breadth of Courses	Suitability for Local Job Market	Suitability for Further Training	Board of Education Supports	Counseling	Placement	Breadth of Courses	Suitability for State College	Suitability for Major University	Board of Education Support
TOTAL SECONDARY	8648	2[a]	2	1, 2, 3[b]	2	2	2	2	2	1	1	1	1
Total Academic	6345	2	2	2, 3	2	2	2	2	2	1	1	1	1
Science	916	2	2	3	2	2	2	2	2	2	1	1	1
Mathematics	901	2	2	2, 3	2	2	2	2	2	1	1	1	1
Social studies	1153	2	2	2, 3	2	2	2	2	2	1, 2	1	1	1
English	1626	2	2	2, 3	2	2	2, 5	2	2	1	1	1	1
Foreign language	537	2	2	2	1, 5	5	5	1, 2	2	1	1	1	1
Fine arts	411	2	2	2, 3	2	2	1, 2	2	2	1	1	1	1
Physical education	707	2	2	2, 3	2	2	2	1, 2	1, 2	1	1	1	1
Other	94	2	2	3	3	3	2	1, 2	1, 2	1	1	1	1
Total Vocational	2303	3	1, 2, 3	1	1	1	2	2	2	1	1	1	1
Engineering technology	256	3	1, 3	1	1	1	1	2	2	1	1	1, 2	1
Automotive	188	3	1	1	1	1	1, 2	2	2	1	1	1, 2	1
Trades	296	3	3	1	1, 2	1, 2	2	2	2	1, 2	1	1, 2	1
Graphics	98	3	1	1	1	1	1	1, 2	2	1	1	1, 2	1
Service trades, police	57	2	1	1	1	1	1	1, 2	5	2	2	2, 3, 5	1
Agriculture	49	3	3	3	2	2	2	1	2	1, 2	1	1, 2	1
Home conomics	350	2	2	1, 2, 3	2	2	1, 2	1, 2	2	1	1	1	1
Business education	885	3	2	1	1, 2	1	2	1, 2	2	1	1	1	1
Distributive education	81	3	1, 2	1	1	1	2	1, 2	2	1	1	1	1
Health	43	2	1	1	1	1	1	2	2, 5	2	5	5	1

[a] 1 = "above average" 3 = "below average" 5 = "no opinion"
2 = "average" 4 = "nonexistent"

[b] Multiple ratings are shown when each listed rating occurs with approximately equal frequency.

TABLE 4:4

MODAL RATINGS OF OWN SCHOOL PROGRAM
POSTSECONDARY TEACHERS BY SUBJECT TAUGHT

Subject	Number	Vocational Program						Academic Program					
		Counseling	Placement	Breadth of Courses	Suitability for Local Job Market	Suitability for Further Training	Governing Board Support	Counseling	Placement	Breadth of Courses	Suitability for State College	Suitability for Major University	Governing Board Support
TOTAL POSTSECONDARY	3001	1, 2[ab]	1	1	1	1	1	2	2	1	1	1	1
Total Academic	1539	2	1, 2, 5	1	1	1	1	2	2	1	1	1	1
Science	327	2	1	1	1	1	1	2	2	1	1	1	1
Mathematics	236	2	1, 2	1	1	1	1	2	2	1, 2	1	1	1
Social studies	322	1	1, 2	1	1	1	1	2	2	1	1	1	1
English	350	2	5	1	1	5	1, 5	1, 2	2	1, 2	1	1	1
Foreign language	71	5	5	5	1, 5	5	5	1	5	1	1	1	1
Fine arts	99	2	5	1	1	1, 5	1	1, 2	5	1	1	1	1
Physical education	117	2	2	1	1	1	1	1, 2	1, 2	1	1	1	1
Other	17	2	1	5	1	1	1, 2, 4	2	2, 5	1, 2	1	1	1
Total Vocational	1462	1	1	1	1	1	1	2	2	1	1	1	1
Engineering technology	399	2	1	1	1	1	1, 2, 5	2	2, 5	1, 2	1	1	1
Automotive	164	1, 2	1	1	1	1	1	2	2	2	5	5	1
Trades	87	1	1	1	1	1	2	2	5	2	5	5	1, 5
Graphics	58	1	1	1	1	1	1	1	5	1	1	1	1
Service trades, police	65	1, 2	1	1	1	1	1	2	5	1	1, 2	2	1
Agriculture	24	1	1	1	1	1	1	1	1	2	1	1	1
Home economics	38	1	1	1	1	1	1	2	2	1	1	1	1
Business education	392	1, 2	1	1	1	1	1	2	2	1	1	1	1
Distributive education	62	1	1	1	1	1	1	2	1, 2	1	1	1	1
Health	173	1, 2	1	1	1	1	1	1, 2	2	1, 2	1	1, 5	1

[a] 1 = "above average" 2 = "average" 3 = "below average" 4 = "nonexistent" 5 = "no opinion"

[b] Multiple ratings are shown when each listed rating occurs with approximately equal frequency.

programs in their schools than do those at the secondary level. That is, when they express a view. (Many instructors in English, foreign language, and fine arts checked "no opinion" when asked to evaluate the breadth and suitability of the vocational courses and job placement services in their institutions.) Similarly, technical and trade instructors sometimes feel ill equipped to judge the academic program. No such restraint characterizes those in agriculture, home economics, and business education, who again demonstrate their intermediate position.

Looking more closely at the specific services offered, we find a much higher level of agreement than before on the adequacy of vocational counseling and placement, both between the two groups and within the vocational fraternity. In these respects the faculty gave the administration's effort to fulfill the needs of the terminal student a vote of confidence. Indeed, both groups rate these services more highly than the parallel academic services!

Follow-up of students.--Lest the reader become too skeptical about the positive picture presented in Tables 4:3 and 4:4, we refer him to Tables A-56 through A-58 which show what teachers said about the adequacy of the student follow-up studies conducted by their respective institutions. Many instructors in most fields at both levels decline to rate these studies at all. When they do, postsecondary instructors more often give favorable ratings to studies of vocational graduates while high school respondents more often give such ratings to follow-ups of academic graduates. Only high school D. E. and postsecondary home economics teachers give better than a below average rating to follow-up studies of dropouts. As the student disappears from the field of vision of the teacher when he finishes a course, so he leaves the life space of the school when he graduates or drops out.

Curriculum Emphases

A major section of the questionnaire was devoted to the teacher's reactions to the amount of emphasis given to each of the basic academic subjects and to vocational training in five curricula--a high school college preparatory program, a vocational high school program, a postsecondary one year certificate program, a two year technical program, and a junior college transfer program. The number of units assigned to each course of study in each of the model curricula was determined after study of state requirements for high school graduation, college entrance requirements, junior college catalogues, and technical center brochures. (See Teacher questionnaire, Appendix B, for the number of units assigned to each subject.) In summarizing teacher opinions about current curricula, we do not present modal opinions, but those of the respondents who propose some form of revision. Reaffirmation of the status quo is of little help to the administrator who is committed to change, and the majority of these administrators, like their fellows throughout the ranks of educational policy makers, are so committed.

Consensus on positive change (needs more emphasis) and negative change (needs less emphasis) was considered to be sufficiently high to

be of interest when 30 per cent of the respondents in a category agreed on a positive emphasis and 15 per cent agreed on a negative one. The different criterion points were set to minimize the dual tendency of the teacher to want more of everything, especially his own subject, and yet hesitate to diminish the contribution of any area to the school program. Again the reader is invited to study the actual percentages, given in Tables A-59 through A-68, which may run as high as 90 per cent when more of a subject is desired or as high as 50 per cent on the negative side.

Secondary opinions.--Inspection of Table 4:5 shows that the principal "need more" subject is mathematics. This is true of every curriculum except the one-year certificate program where no group of teachers (i.e., at least 30%) would put more emphasis on anything. The other most frequent entries on the emphasis side of the ledger are science, electives, and humanities (at the junior college level). Not shown in Table 4:5 is the universal agreement among all 18 groups that the high school college preparatory program should include some general training in vocational skills, currently lacking altogether (see Table A-59). Further analysis of the responses, program by program, indicates a clear desire in every subgroup to broaden the general education component of the vocational high school curriculum. Almost every group wants more mathematics and science, and half of the groups want more English. In addition, foreign language and health teachers desire more foreign language; social studies teachers want more of their specialty; and fine arts teachers favor more electives.

On the "needs less" side of the ledger, foreign language and social studies are the prime candidates for deemphasis in all programs. Eight of the ten vocational groups would recommend fewer units of one or both of these in the college preparatory curriculum. Only home economics and health instructors would leave unit allocations to these subjects as they are now and reduce the number of electives. The heaviest concentration of "negative" entries in the table concerns the junior college transfer program. All 18 subgroups would place less emphasis on social studies or foreign language or both in this curriculum. In addition, teachers in the trades and D. E. would reduce the number of units in English; those in social studies, English, business, and distributive education would reduce those in science.

Interestingly, although secondary teachers wish to broaden the high school vocational program, they would place less emphasis on the general education aspect of the postsecondary two-year technical curriculum. Mathematics is still sacrosanct, but the physical and social sciences, English, and related electives are all frequently mentioned as absorbing too much of the technical student's time. (Foreign language does not appear in this list because it is not offered as a standard part of the technician's training.) A curious paradox. Unless one assumes that the high school years are the time for general education and the postsecondary years are the time for more concentrated job training.

Postsecondary opinions.--An overview of the display in Table 4:6 reveals a general similarity of pattern. Postsecondary teachers also propose the fewest changes in the certificate program, recommend

TABLE 4:5

SUMMARY OF MAJOR CHANGES DESIRED IN CURRENT CURRICULA BY SECONDARY TEACHERS BY SUBJECT TAUGHT

Subject	Number	College Preparatory Program		High School Vocational or Technical Program		Postsecondary One Year Certificate Program		Postsecondary Two Year Technical Program		Junior College Two Year Transfer Program	
		Need More[a]	Need Less[b]	Need More	Need Less	Need More	Need Less	Need More	Need Less	Need More	Need Less
TOTAL	8648	Ma[c]	-	Ma, Sc	-	-	-	-	SS	Hu	Sc, FL, SS
Total Academic	6345	Ma	-	Ma, Sc	-	-	-	-	SS	Hu	FL, SS, Sc
Science	916	Ma, Sc	SS	Ma, Sc, Eg	-	-	-	-	SS	Ma	FL, SS
Mathematics	901	Ma, Sc	SS	Ma, Sc	-	-	-	Ma	SS	Ma	FL, SS
Social studies	1153	Ma, El	-	Ma, Sc, SS	-	-	-	-	Sc	Hu	FL, Sc
English	1626	Ma	-	Ma, Sc, Eg	-	-	-	-	Sc	Hu	FL, Sc, SS
Foreign language	537	FL, Ma	-	Ma, FL, Sc, Eg	-	-	-	-	Sc, SS	Hu	Sc, SS
Fine arts	411	El	SS	Ma, El	-	-	Ma	-	Sc, SS	Hu	FL, SS, Sc
Physical education	707	Ma	FL	Ma, Sc	-	-	-	-	SS	-	FL, SS
Other	94	Ma	-	Ma, Sc, Eg	-	-	-	-	Sc, Th	Hu, Ma	FL
Total Vocational	2303	Ma	FL, SS	Ma, Sc	-	-	SS	-	SS, Sc, Eg	-	FL, SS, Sc
Engineering technology	256	Ma	FL, SS	Ma, Sc	SS	-	SS, Eg	Ma	SS, Eg	Ma	FL, SS, Eg
Automotive	188	Ma	FL, SS	Ma, Sc	El, SS	-	SS	Ma	SS, Eg, Sc	Ma	FL, SS, Eg
Trades	296	Ma	FL, SS	Ma, Sc	SS	-	SS	Ma	SS, Eg, El, Sc	Ma	FL, SS, Eg
Graphics	98	Ma, El	FL, SS	Ma, Sc, Eg	SS	-	SS	Ma	SS, Sc, El, Eg	Hu	FL, SS, Sc
Service trades, police	57	-	FL	Ma, Sc, Eg	El	-	SS	-	Sc	-	FL, SS, Sc
Agriculture	49	Fl	FL, SS	Ma, Sc	SS	-	SS	Ma	SS, Eg	-	FL, SS, Eg
Home economics	350	-	EL	Ma, Sc	-	-	-	-	SS	-	FL, SS
Business education	885	Ma	FL, SS	Ma, Eg	-	-	SS	-	Sc, SS	-	FL, SS, Sc
Distributive education	81	Ma, El	FL, SS	Ma, Eg	-	-	SS, Ma	-	Eg, SS, Sc	-	FL, SS, Sc, Eg
Health	43	Ma	El	Ma, Eg, Sc, FL	-	-	-	Ma	SS, El	Ma	FL, SS

[a] Only areas in which approximately 30% or more of the respondents expressed a need for more emphasis.

[b] Only areas in which approximately 15% or more of the respondents expressed a need for less emphasis.

[c] Code for subjects:

Mathematics	Ma	Foreign Language	FL	Vocational Skills	VS
Science-Physical, Natural	Sc	Social Science, Studies	SS	Theory in Major Field	Th
Electives	El	English	Eg	Humanities	Hu

TABLE 4:6

SUMMARY OF MAJOR CHANGES DESIRED IN CURRENT CURRICULA BY POSTSECONDARY TEACHERS BY SUBJECT TAUGHT

Subject	Number	College Preparatory Program		High School Vocational or Technical Program		Postsecondary One Year Certificate Program		Postsecondary Two Year Technical Program		Junior College Two Year Transfer Program	
		Need More[a]	Need Less[b]	Need More	Need Less	Need More	Need Less	Need More	Need Less	Need More	Need Less
TOTAL	3001	Ma, VS, Sc[c]	FL, SS	Eg, Ma, Sc	-	-	SS, VS	Ma	Eg, Sc, SS, El	Hu	SS, FL
Total Academic	1539	Ma, VS, Sc	FL, SS	Eg, Ma, Sc	VS	-	VS	Ma	SS	Ma, Hu	SS, FL
Science	327	Ma, VS, Sc	SS, FL	Eg, Ma, Sc	VS	-	SS, VS	Ma	SS, VS, El	Ma, Hu	SS, FL
Mathematics	236	Ma, VS, Sc	SS, FL	Ma, Sc	-	-	SS, VS	Ma	Eg, SS, VS	Ma, Hu	SS, FL
Social studies	322	FL, VS, Ma, Sc	FL	Eg, Ma, Sc, SS	VS	-	VS	-	-	Ma	Eg, Sc, FL
English	350	FL, VS, Ma	-	Eg, Ma, Sc	-	Eg, VS	-	-	-	Hu	Sc, SS, FL
Foreign language	71	FL, VS, Ma	-	Eg, Ma, Sc	-	-	VS	-	Sc, SS, Ma	Hu	SS, El
Fine arts	99	VS, El	FL	Eg, Ma, Sc, El	-	-	Ma, VS	-	Sc, SS	Hu, El	Ma, Sc, SS, FL
Physical education	117	VS, Ma, Sc	FL	Ma, Sc	-	-	Ma, VS	-	Sc, SS	Hu	SS, FL
Other	17	Ma, Sc	SS, FL	Ma, Sc	SS	-	Ma, VS, SS	Ma	SS, VS, El	Ma	SS, FL
Total Vocational	1462	VS, Ma, Sc	FL, SS	Ma, Sc	-	-	SS	Ma	Eg, Sc, SS	Ma	Eg, SS, FL
Engineering technology	399	Ma, VS, Sc	SS, El, FL	Ma, Sc	SS	-	Eg, SS, VS	Ma	Eg, SS, VS, El	Ma	Eg, SS, FL
Automotive	164	VS, Ma	FL, SS, El	Ma, Sc	Eg	-	Eg, SS	Ma	Eg, Sc. SS, El	Ma	Eg, SS, FL
Trades	87	VS, Ma, Sc	FL, SS, El	Ma, Sc	Eg, SS, El	-	SS	Ma	Eg, SS, El	Ma	Eg, El, SS, FL
Graphics	58	VS, Ma	FL, SS	Ma, Sc	-	-	VS	Ma	Eg, Sc, SS, El	Hu	Eg, Sc, SS, FL
Service trades, police	65	VS, Ma	FL	Eg, Ma, Sc, SS	-	-	-	-	Eg, Sc, El	Ma	Sc, SS, FL
Agriculture	24	VS, Ma, Sc	SS, FL	Eg, Ma, Sc	SS, El	-	SS, Th	-	SS, Th, El	Ma	Eg, SS, FL
Home economics	38	VS	-	Ma, Sc	SS, VS	-	Ma	-	Eg, El	-	Eg, Sc, SS, FL
Business education	392	Ma, VS	FL, SS	Eg, Ma, Sc.	VS	-	Ma, SS, VS	Ma	Sc, SS, El	Ma	SS, Sc, FL
Distributive education	62	VS, Ma, Sc	SS, FL, El	Eg, Ma, Sc	SS	-	Eg, Ma, SS, VS	Ma	Eg, Sc, VS, El	Ma, Hu	Eg, Sc, SS, FL
Health	173	VS, Ma, Sc	El	Eg, Ma, Sc.	VS	-	-	-	-	Hu	SS, FL

[a] Only areas in which approximately 30% or more of the respondents expressed a need for more emphasis.

[b] Only areas in which approximately 15% or more of the respondents expressed a need for less emphasis.

[c] Code for subjects:

Mathematics	Ma	Foreign Language	FL	Vocational Skills	VS
Science-Physical, Natural	Sc	Social Science, Studies	SS	Theory in Major Field	Th
Electives	El	English	Eg	Humanities	Hu

broadening the general studies component of the high school vocational program, and suggest deemphasis of social studies and foreign language where applicable. They, too, advocate more general vocational training and mathematics in the college preparatory program but would add more units of science as well. Again, the largest number of negative entries is related to the junior college transfer program.

Aside from the general consensus noted above, there are some interesting variations in recommendations among the subject fields. Vocational teachers (in 7 of the 10 groups) would reduce the amount of time devoted to English in both the technical and transfer programs. There is also general consensus among the occupational specialists that there are too many elective units in the technical program, and agreement among those in T & I and D. E. that there should be fewer elective units in the college preparatory program. On the other hand, instructors in the academic fields do not share these opinions; rather they think that shop and related job experience comprise too large a portion of the certificate program and may be overemphasized in the vocational high school. Finally, the only instance in which any appreciable group of teachers would reduce the number of units assigned to mathematics is the suggestion by those in fine arts, physical education, home economics, and D. E. that there could be less of this subject in the certificate program.

As at the secondary level, the overall pattern of change reflects three general themes: (1) a broad general education in the high school, with adequate allowance for the current overemphasis on social studies and foreign language; (2) a narrower focus on job-related studies in postsecondary vocational and technical programs; and, (3) greater emphasis on mathematics and humanities in the junior college transfer program.

Policy Issues

The last set of opinion questions deal with nine controversial issues in education. Since the brief titles in the tables may be insufficient, the position statements to which the respondent was asked to react are reproduced on page 53 of the text. Each of the statements treats some aspect of vocational training--when it should be taught, where it should be taught, how it should be taught, and what kinds of students these programs serve. Some of the strongest differences in philosophy, by level of education and field, appear in the response patterns associated with these nine questions.

Positions favored by secondary teachers.--Between 45 and 65 per cent of the teachers in all fields state that more intensive vocational guidance and training in the junior high school would be helpful to the student. Only the business education teachers frequently (42%) adhere to the alternative view that the junior high school student is too immature to profit from such a program. The highest agreement in the battery (60 to 80% in all 18 groups) supports the position that more part-time employment, even without supervised skill training and related course work, would keep more young people in school. Recalling that the high schools now provide work experience programs for only 4 to 8 per cent of

EDUCATIONAL ISSUES

1. More intensive vocational training and guidance in the junior high school would:

   Enable students to become acquainted with the world of work earlier and therefore make more realistic educational and occupational choices 1

   Encourage students to make up their minds too early and restrict their future educational and occupational careers 2

   Be impractical--junior high school students are not mature enough to profit from such experiences. 3

2. The best way to train for jobs requiring less than a bachelor's degree is to:

   Emphasize general education through grade 12, reserving occupational training for grades 13 and later. . . 1

   Give high school students the opportunity to explore various occupations, but let industry provide specialized skill training "on the job" 2

   Provide intensive occupational training in the high school 3

3. Providing more part-time student employment through work experience programs, such as the Neighborhood Youth Corps will:

   Keep more young people in school. It is the opportunity to hold a job and earn money that is important 1

   Cheat the student in the long run. Without supervised skill training and related course work, he will be trapped in a low level job. 2

4. Vocational training requiring expensive equipment and facilities can best be provided for high school students by:

   Establishing an area center to serve a number of feeder schools; vocational students would take all of their schooling in the area center 1

   Exchanging students among comprehensive high schools in the area, each of which specializes in a different kind of vocational training 2

   Keeping the student in his "home" school for general education courses, and providing shop and laboratory training in a community or junior college or a vocational-technical center for both secondary and postsecondary students 3

5. A careful examination of both occupational and bachelor's-oriented programs points out:

   That it is unrealistic to expect a high school student to be proficient in both areas. There is too much to learn in each curriculum 1

   That many traditional requirements in both curriculums are unnecessary. A student should be able to obtain both a sound general education and acquire a saleable skill before he graduates from high school 2

6. The charge that students with a vocational major in high school cannot "make it" in college:

   Is more apparent than real because students in both college preparatory and vocational programs take the same basic prerequisite courses 1

   Is a serious one because the "academic" subjects taught vocational students do not meet standards for college entrance 2

   Is true, but beside the point, because most vocational graduates do not have the ability to handle college work 3

7. The rapid increase in the number of two-year colleges raises serious questions about the functions these institutions should serve.

   A two-year college can not have both a high quality academic program and a high quality occupational program. Each institution should specialize--either in lower division college work or vocational and technical training 1

   Although one institution can provide both an academic and an occupational program, it is poor educational policy to teach both types of students in the same classes 2

   A two-year college has the obligation to provide all students with the same general education courses. Taking classes together is beneficial to those in both occupational and bachelor's-oriented programs. 3

8. Introduction of more rigid entrance requirements for occupational programs would:

   Raise the prestige of the field. Occupational programs have too often been the "dumping ground" for academic failures 1

   Exclude the very students these programs should serve and still not attract the high ability student because of the general public emphasis on the importance of a bachelor's degree 2

9. Critical evaluation of current occupational programs suggests that they:

   Are suited to the abilities of the enrollees and train people for jobs that exist 1

   Are based on an out-of-date philosophy and serve neither the student nor the community well. 2

   Do a good job with the average student but neglect both the slow and the sophisticated learner 3

the student body and that 7 to 15 per cent of the high school students drop out before completion, it is clear that more can be done in this area. If work experience programs are increased, such action will have teacher support behind it.

The third position that garnered high consensus maintained that a student should be able to obtain both a sound general education and acquire a saleable skill before he graduates from high school. Here, however, a combined program is supported more frequently by the vocational teachers than by the academic instructors (72% as against 60%), among whom mathematics and foreign language instructors have the most doubts about the realism of such a goal. (See Table A-73.)

Positions on other policy issues diverge according to major subject field. Teachers in all eight academic fields and their confreres in agriculture, home economics, and distributive education favor "on the job" training as the best way to prepare for jobs requiring less than a bachelor's degree. Those offering courses in the six T & I areas, health, and, in this instance, business education more often prefer that intensive occupational training take place in the high school. Only 15 per cent of the secondary teachers would delay such training until the postsecondary level.

When training necessitates expensive equipment and facilities, the pattern of response among the disciplines is more mixed. In four academic and three vocational fields the typical teacher favors the establishment of an area center in which the student would take both his vocational and general course work. In three subject fields in each of the two major programs he would rather keep the student in his "home" school for general education courses and provide the shop and laboratory training in a community college or vocational-technical center. The other six groups choose either alternative with almost equal frequency. The strongest advocates of a full-time area center are found among those in the automotive and skilled trades, and in health. But even in these fields just half of the respondents would support this solution for high cost programs. (See Table A-72.) Taken as a whole, the high school community is almost equally divided on the question of specialized secondary vocational schools versus a split program that maintains the student's identity with his "home" comprehensive high school.

There is a somewhat more clearcut division of opinion, along academic and vocational lines, on the relative merits of separate and shared facilities in the two-year college. All academic groups, except physical education, favor separate institutional facilities for lower division college work and technical training. Within the vocational sector, six of the ten groups prefer a single institution embracing both programs and offering heterogeneous general education classes. Instructors in the automotive trades, agriculture, and health more frequently choose separate facilities while those in home economics divide their views equally. (See Table A-75.)

TABLE 4:7

MODAL POSITIONS ON SELECTED EDUCATIONAL ISSUES SECONDARY TEACHERS BY SUBJECT TAUGHT

Subject	Number	Junior High Vocational Guidance Training	Best Place Occupational Training	Unrelated Student Employment	Best Place High Cost Programs	Possibility Combined Programs	H. S. Vocational Graduate Can't "Make It" in College	Best Postsecondary Arrangement	Stiffer Vocational Prereq-uisites	Evaluation of Current Vocational Programs
TOTAL SECONDARY	8648	Helpful	OJT[a]	Keep	AVC, SP[b]	Desirable	Untrue	Separate schools	Exclude	Neglect Nonaverage
Total Academic	6345	Helpful	OJT	Keep	AVC, SP	Desirable	Untrue, True, Irrelevant	Separate schools	Exclude	Neglect Nonaverage
Science	916	Helpful	OJT	Keep	SP	Desirable	True, Irrelvant	Separate schools	Exclude	Neglect Nonaverage
Mathematics	901	Helpful	OJT	Keep	AVC	Desirable	Irrelevant	Separate schools	Exclude	Neglect Nonaverage
Social studies	1153	Helpful	OJT	Keep	AVC	Desirable	Untrue	Separate schools	Exclude	Neglect Nonaverage
English	1626	Helpful	OJT	Keep	AVC	Desirable	Irrelevant	Separate schools	Exclude	Neglect Nonaverage
Foreign language	537	Helpful	OJT	Keep	SP	Desirable	Irrelevant	Separate schools	Exclude	Neglect Nonaverage
Fine arts	411	Helpful	OJT	Keep	SP	Desirable	Untrue, True, Irrelevant	Separate schools	Exclude	Neglect Nonaverage
Physical education	707	Helpful	OJT	Keep	AVC, SP	Desirable	Untrue, True	Same classes	Exclude	Realistic
Other	94	Helpful	OJT	Keep	AVC	Desirable	Untrue	Separate schools	Exclude	Neglect Nonaverage
Total Vocational	2303	Helpful	High School	Keep	AVC, SP	Desirable	Untrue	Same classes	Enhance	Realistic
Engineering technology	256	Helpful	High School	Keep	AVC, SP	Desirable	Untrue	Same classes	Enhance	Realistic
Automotive	188	Helpful	High School	Keep	AVC	Desirable	Untrue	Sep. schools	Enhance	Realistic
Trades	296	Helpful	High School	Keep	AVC	Desirable	Untrue	Same classes	Enhance	Realistic
Graphics	98	Helpful	High School	Keep	SP	Desirable	Untrue	Same classes	Enhance	Realistic, Neglect
Service trades, police	57	Helpful	High School	Keep	AVC, SP	Desirable	Untrue	Same classes	Enhance	Realistic
Agriculture	49	Helpful	OJT	Keep	SP	Desirable	Untrue	Sep. schools	Exclude	Neglect
Home economics	350	Helpful	OJT	Keep	SP	Desirable	Untrue	Same classes, Sep. classes	Exclude	Realistic, Neglect
Business education	885	Helpful	High School	Keep	SP	Desirable	Untrue	Same classes	Exclude	Neglect
Distributive education	81	Helpful	OJT	Keep	AVC, SP	Desirable	Untrue	Same classes	Enhance	Realistic
Health	43	Helpful	High School	Keep	AVC	Desirable	Untrue	Sep. schools	Enhance	Realistic

[a]OJT = on the job training, AVC = area vocational center, SP = split program

[b]Multiple positions are shown when each listed alternative occurs with approximately equal frequency.

TABLE 4:8

MODAL POSITIONS ON SELECTED EDUCATIONAL ISSUES POSTSECONDARY TEACHERS BY SUBJECT TAUGHT

Subject	Number	Junior High Vocational Guidance Training	Best Place Occupational Training	Unrelated Student Employment	Best Place High Cost Program	Possibility Combined Program	H. S. Vocational Graduate Can't "Make It" in College	Best Postsecondary Arrangement	Stiffe- Vocational Prereq- uisites	Evaluation of Current Vocational Programs
TOTAL POSTSECONDARY	3001	Helpful	PSI[a]	Keep	SP	Unrealistic, Desirable	Untrue, True	Same classes	Exclude	Realistic
Total Academic	1539	Helpful	PSI	Keep	SP	Unrealistic	True	Same classes	Exclude	Neglect
Science	327	Impractical	PSI	Keep	SP	Unrealistic	True	Separate classes	Exclude	Realistic, Neglect
Mathematics	236	Impractical	PSI, OJT[b]	Keep	SP	Unrealistic	True	Sep. classes	Exclude	Neglect
Social studies	322	Helpful	PSI, OJT	Keep	SP	Desirable	Untrue, True	Same classes	Exclude	Neglect
English	350	Helpful	PSI, OJT	Keep	SP	Unrealistic, Desirable	True	Same classes, Sep. classes	Exclude	Neglect
Foreign language	71	Helpful	OJT	Keep	SP	Unrealistic, Desirable	True	Same classes	Exclude	Realistic
Fine arts	99	Impractical	OJT	Keep	SP	Unrealistic	Untrue	Same classes	Exclude	Neglect
Physical education	117	Helpful	OJT	Keep	SP	Desirable	Untrue	Same classes	Exclude	Neglect
Other	17	Helpful	PSI	Keep	SP	Unrealistic	True, Irrelevant	Same classes, Sep. classes	Exclude	Realistic
Total Vocational	1462	Helpful	PSI	Keep	SP	Unrealistic, Desirable	Untrue	Same classes	Exclude	Realistic
Engineering technology	399	Helpful	PSI	Keep	SP	Unrealistic, Desirable	True	Sep. classes	Exclude	Realistic
Automotive	164	Helpful	PSI	Keep, Trap	SP	Unrealistic	Untrue	Sep. schools	Enhance	Realistic
Trades	87	Helpful	PSI	Keep, Trap	SP	Unrealistic, Desirable	Untrue	Sep. schools, Same classes	Enhance	Realistic
Graphics	58	Helpful	PSI	Keep	SP	Unrealistic	Untrue	Same classes	Exclude	Realistic, Neglect
Service trades, police	65	Helpful	PSI	Keep	SP	Unrealistic	Untrue	Same classes	Exclude	Realistic
Agriculture	24	Impractical	PSI	Keep	SP	Unrealistic	Untrue	Same classes	Exclude	Neglect
Home economics	38	Helpful	PSI	Keep	SP	Desirable	Untrue	Same classes	Enhance, Exclude	Neglect
Business education	392	Helpful	PSI	Keep	SP	Desirable	Untrue	Same classes	Exclude	Realistic
Distributive education	62	Helpful	PSI	Keep	SP	Desirable	Untrue	Sep. classes	Exclude	Realistic
Health	173	Helpful	PSI	Keep	SP	Unrealistic	Untrue	Same classes	Exclude	Realistic

[a] PSI = postsecondary institution, OJT = on the job training, SP = split program

[b] Multiple positions are shown when each listed rating occurs with approximately equal frequency.

The other three issue questions focus on a general assessment of vocational education rather than on the how and where of training. The first, addressed to the charge that the vocational high school major cannot "make it" in college, produced an almost trimodal distribution of response among the academic teachers. These teachers supported all three positions: (1) untrue, because all high school students take the same basic prerequisite courses; (2) true, because "academic" subjects in the Vocational program do not meet college entrance standards; (3) irrelevant, because most vocational graduates cannot handle college work. The vocational teachers exhibit no such diversity of opinion; 40 to 60 per cent of those in each occupational field are convinced that the charge is untrue.

The two types of teachers split again over the efficacy of more rigid entrance requirements for occupational programs. All of the academic disciplines (and agriculture, home economics, and business education), would advise against higher standards. Imposition of such restrictions would exclude the very persons occupational programs are designed to serve and still not attract the high ability student. Teachers in the occupational programs do not agree. Most of them would welcome higher standards as a boost to the prestige of their profession; their classes have too often been the "dumping ground" for academic failures.

The dilemma of whom to serve is evident again in the global evaluations of current occupational programs. Many teachers in all groups believe that these programs are realistically suited to the abilities of the enrollees, many others think that they do a good job with the average student but neglect both ends of the ability continuum. In the main, however, the academic teachers support the latter position whereas the trade teachers favor the former. Graphics and home economics instructors are evenly split between the two alternatives. A jarring note is introduced with the finding that one-fifth of the academic teachers and one-fifth of those in the skilled trades consider current occupational programs out-of-date and dysfunctional. (See Table A-97.)

Positions favored by postsecondary teachers.--Three issues achieve near consensus among the postsecondary teachers. With minor, but important dissent, they agree that a more intensive introduction to the world of work would be helpful to the junior high school student. The warning that such a program may be impractical is voiced by the modal group in four disciplines--science, mathematics, fine arts, and agriculture. General work experience programs are favored by all groups. However, a substantial minority of the instructors in the automotive and skilled trades caution that, without supervised skill training and related course work, the student may be trapped in a low level job. Most of the teachers share the point of view that the best way to handle high cost courses at the sceondary level is through a split schedule where the student remains in his home high school for his academic courses and takes his vocational work at a junior college or technical center. Only one-third of the postsecondary teachers favor the establishment of a specialized area school (see Table A-72).

Nor do they support the establishment of separate postsecondary institutions. Only those in the automotive trades advocate specialized

schools at this level. All other groups would teach college-bound and terminal students in the same institution, usually in the same classes. Although they favor comprehensive schools, they are not as optimistic as their secondary colleagues about the feasibility of a comprehensive high school program. Eight of the subgroups consider a combined program an unrealistic goal; four find it desirable, and the other six fields have mixed opinions about the matter.

There is almost complete consensus that the best way to train for jobs requiring less than a bachelor's degree is to emphasize general education through grade 12, reserving occupational training for grades 13 and later. Many within the academic disciplines favor "on the job training," but the vocational teachers, like their secondary counterparts, state that the best place for occupational preparation is in their own type of institution, i.e., the junior college or technical center. The pattern of answers to this question are another clear indication of the teacher's tendency to support his own reference group. (See Table A-75.)

Vocational personnel, again like those at the secondary level, find the charge that the vocational major cannot make it in college untrue because of the similarity in the general education component of the college-preparatory and vocational majors. Academic instructors most frequently consider the charge true because the student's academic preparation is inadequate. Fewer academic teachers at this level express the judgment that the vocational major does not have the ability to handle college work (23% as against 30%). Perhaps this attitude is related to their choice of a position in an "open door" institution. Commensurate with the willingness to accept all students is the frequent conviction (held by 60% of the academic and 55% of the vocational teachers) that higher entrance requirements for occupational programs would exclude an important target population. At the postsecondary level, only the automotive and skilled trade instructors support the establishment of more restrictive admittance standards.

The overall evaluation of current programs is favorable. Both types of postsecondary teachers are more inclined to believe that these programs are suited to the abilities of the enrollees and the needs of the employer than are their opposite numbers in the secondary schools. The margin of favorable opinion, however, is slight; one-third or more of the respondents, particularly in the academic subjects, say that current programs do not pay enough attention to the nonaverage student. (See Table A-77.)

V. IMPLICATIONS OF OPINION DATA

In the last chapter of the report we shall look at the previously discussed findings on adequacy of school program, curriculum change, and educational philosphy from a different perspective--the type of school in which the individual is employed. The school-focused analysis includes the responses of administrators and counselors who were asked to react to the same three sets of questions as were the teachers. In this way we are in a position to pull together the implications of the opinions of all major segments of the school community for each type of institution. In the subsequent comparative analyses teachers' opinions are summarized by "academic" and "vocational" orientation rather than by specialized fields; similarly comprehensive high schools appear in two rather than four type-size groups. The category "small high school" includes the 82 schools with fewer than 1,500 students while "large high school" refers to the 65 schools having 1,500 students, or more. Throughout the discussion, attention is directed to two major questions: on what issues is there consensus within the school community? and what are the implications of consensus, or lack of it, for educational policy?

Adequacy of School Program

Composite ratings of the twelve program areas investigated are presented in Table 5:1, for the three types of secondary schools and in Table 5:2, for postsecondary institutions. (Frequency distributions for all items may be found in Tables A-78 through A-92.)

The secondary curriculum.--A high degree of agreement and a clear distinction between the quality of the vocational and academic programs obtains among the four groups of respondents in each type of school. Rating distinctions between the two program areas are in line with the primary function of the institution. Comprehensive high school personnel, with a few notable exceptions to be discussed later, rate the vocational program in their institutions as average and the academic program as above average. The reverse is true in the vocational schools. The consistency among the ratings is astounding: whether the respondent is a principal rating the product of his administration, a counselor assessing the guidance services, or a teacher passing judgment on the course of study--all agree that each type of school performs its major function generally well, but rates only average on its subsidiary responsibility.[3]

[3] We consider the use of "only" average justified in the light of the social climate of required general excellence in which the educator operates. An average rating, like a grade of "C" does not measure up to the required standard. Given this social norm, it is remarkable that the respondents would rate the two programs differently and give one of them an average rating. The prevalence of this differentiation within all groups attests to the objectivity of the respondents, and hence, the conclusion that the two programs are in fact different in quality.

TABLE 5:1

MODAL RATINGS OF OWN SCHOOL PROGRAM
COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

	Number	Vocational Program						Academic Program					
		Counseling	Placement	Breadth of Courses	Suitability for Local Job Market	Suitability for Further Training	Board of Education Support	Counseling	Placement	Breadth of Courses	Suitability for State College	Suitability for Major University	Board of Education Support
TOTAL SECONDARY	9637	2[a]	1	1, 2, 3[b]	2	2	2	1, 2	2	1	1	1	1
Small High School	3059	2	1	3	2	2	2	2	2	1	1	1	1
Administrators	131	1, 2	1	2, 3	2	2	2	1	1	1	1	1	1
Counselors	166	2	1	3	2, 3	2	2	1	1	1	1	1	1
Academic teachers	2171	2	1	3	2, 3	2	2	2	2	1, 2	1	1	1
Vocational teachers	596	3	1	3	2	2	2	2	2	1	1	1	1
Large High School	5114	2	5	2, 3	2	2	2	1	1, 2	1	1	1	1
Administrators	184	2	2	1, 2	2	2	1	1	1	1	1	1	1
Counselors	328	2, 3	3	3	2, 3	2	2	1	1	1	1	1	1
Academic teachers	3597	2	5	2, 3	2	2	2	1, 2	2	1	1	1	1
Vocational teachers	1005	3	1	1, 2	2	2	2	1, 2	2	1	1	1	1
Vocational High School	1464	1, 2	1	1	1	1	1	2	2	2	2	3	1
Administrators	90	1	1	1	1	1	1	1, 2	2	2	2	3	1
Counselors	90	1	1	1	1	1	1	2	2	4	1	1	1
Academic teachers	577	2	1	1	1	1	1	2	2	2	2	3	1
Vocational teachers	707	2	1	1	1	1	1	2	2, 5	2	2	2	1

[a] 1 = "above average" 3 = "Below average" 5 = "No opinion"
2 = "average" 4 = "nonexistant"

[b] Multiple ratings are shown when each listed rating occurs with approximately equal frequency.

TABLE 5:2

MODAL RATINGS OF OWN SCHOOL PROGRAM
COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

	Number	Vocational Program						Academic Program					
		Counseling	Placement	Breadth of Courses	Suitability for Local Job Market	Suitability for Further Training	Board of Education Support	Counseling	Placement	Breadth or Courses	Suitability for State College	Suitability for Major University	Board of Education Support
TOTAL POSTSECONDARY	3500	1, 2[ab]	2	1	1	1	1	1, 2	2	1	1	1	1
Technical Center	775	1, 2	2	1	1	1	1	2	2	2	5	5	1
Administrators	62	1	2	1	1	1	1	2	5	5	5	5	5
Counselors	34	1	2	1	1	1	1	1	2	4	4	4	1, 5
Academic teachers	124	2	2	1	1	1	1	2	2	1, 2	2, 3	3	1
Vocational teachers	555	1, 2	2, 3	1	1	1	1	2	2	2	5	5	1
Small Junior College	1021	2	2	1, 2	1	1	1, 5	2	2	1	1	1	1
Administrators	90	1, 2	2	2	1	1	1	1	1	1	1	1	1
Counselors	63	3	2, 3	1	1	1, 2	1	1	1	1	1	1	1
Academic teachers	630	2	2	1, 5	1, 5	5	5	2	2	1	1	1	1
Vocational teachers	228	2	2, 3	1	1	1	1	2	2, 5	1, 2	1	1	1
Large Junior College	1704	1	1	1	1	1	1	1	1, 2	1	1	1	1
Administrators	123	1	1	1	1	1	1	1	1	1	1	1	1
Counselors	126	1	1	1	1	1	1	1	1	1	1	1	1
Academic teachers	786	1, 2	1	1	1	1	1	2	2	1	1	1	1
Vocational teachers	669	1	1	1	1	1	1	1, 2	2, 5	1	1	1	1

[a] 1 = "above average" 2 = "average" 3 = "below average" 4 = "nonexistant" 5 = "no opinion"

[b] Multiple ratings are shown when each listed rating occurs with approximately equal frequency.

The comprehensive high school is essentially an academic institution. Not only are more than half of its students enrolled in a college preparatory course, but also vocational enrollments are heaviest in the three fields whose teachers are most similar to their academic colleagues in career course and educational philosophy--business education, home economics, and agriculture. On the other hand, the vocational high school is primarily a trade institution in which the "pure" academic subjects, like foreign language and fine arts, are underrepresented and other academic disciplines become support courses for the major goal of acquiring a saleable skill.

Variant ratings.--Within the framework of the overall ratings of vocational program adequacy there are important deviations in specific response patterns. Personnel in small high schools are proud of their vocational placement services; more than half of the respondents in each of the four groups rated this school service as above average (see Table A-79). Perhaps this high rating is associated with the fact that they have fewer students to place. In contrast, personnel in large high schools show no uniformity of opinion about vocational placement services. Administrators rate them average; counselors consider them below average; vocational teachers judge them to be above average; and academic teachers most often decline to comment! The other major deviation from the general average rating for the vocational program is the finding that 50 per cent of the administrators in large high schools feel that their Board of Education strongly supports innovations in that program. Such an optimistic appraisal bodes well for the future.

There are also interesting variations in ratings of the academic program within the vocational high schools. The counselors give average or above average ratings to all aspects of the academic program except for the breadth of the academic courses, which they rate as nonexistent. This apparent inconsistency is not easy to explain. The one area of the academic program in the vocational school with a uniform above average rating is Board of Education support for innovations in the academic program. In fact, more respondents in each category, except the administrative subgroup, rate this aspect of the academic program more highly than the corresponding item of support for vocational innovations! (cf. Tables A-83 and A-89.)

In general, counseling and placement services in both programs are more often given lower ratings by teachers than by administrators or counselors. Here, the outsider is less confident of the benefits of a program than is the practitioner.

The postsecondary curriculum.--Technical center personnel rate their vocational program in a manner similar to their colleagues in the vocational high schools. The major difference, as seen in Table 5:2, is that all four groups give their vocational placement services only an average rating, and that 35 per cent of the vocational teachers rate these services below average. Again, a lack of confidence in the school's ability to guide the student to the right course and job is cause for concern. Technical center judgments about the academic program offered by these institutions range from average through nonexistent to no opinion. The high incidence of the latter two responses indicates, perhaps, the

planned lack of an college transfer program in the technical school. The academic teachers support this judgment by the low ratings given the utility of their own courses for further academic training.

The junior college respondents, especially those in the large schools, say that their institutions are doing a reasonably good job in both programs. All groups of personnel in small junior colleges rate vocational counseling and placement services average, or even below average, and a third of the classroom instructors in both types of institutions assess academic placement services as average. Otherwise, all aspects of each program are labeled above average. These findings support the claim that the junior college is indeed a comprehensive institution offering equal opportunity to both terminal and transfer students.

Follow-up studies.--Administrators and counselors generally concur with teachers in their judgments of the inadequacy of student follow-up studies. Only in the technical centers, do as many as one-third of the respondents in any group rate follow-up efforts of vocational graduates above average. A similar proportion with reference to studies of academic graduates is found only in large junior colleges. No group, in any type of school, rates follow-studies of dropouts better than below average. (See Tables A-90 through A-92.)

Policy implications.--The less than complete success in the execution of both academic and vocational programs in the high schools should not mask the very real pride of accomplishment each type of school has in relation to its primary function. Pride is a powerful motivating force upon which to build. So is a measure of objectivity. If both academic and vocational high schools are moving toward a more comprehensive curriculum, and there is much to support this conclusion in the findings of this study, then the current realization of uneven excellence is a healthy one. A fully satisfied person, or institution, does not readily accept change.

The relatively low ratings given to student counseling and placement services, particularly by the classroom teacher, indicate that we have not yet found a square hole for every square peg. Efficient placement and the "right to try," even if one fails, are cherished and not always compatible educational goals. This survey could not delve into the reasons behind any of the ratings, so we cannot say whether the respondents felt that the guidance services offered were too rigid or too nondirective. In this connection, it should be stressed that the low ratings obtain for both vocational and academic guidance, belying an assumption of academic bias in the guidance department. Whatever the reasons for the judgment, the findings do support a conclusion that many school personnel feel that their institutions have done a better job of meeting the demands of the labor market and of the colleges rather than the needs of the students. Present student unrest supports the same conclusion. New ideas for school guidance services could be developed by paying more attention to the subsequent careers of the student body, currently the weakest part of the institutional program.

Curriculum Change

In the high school.--A desire to make both the college preparatory and vocational curricula more comprehensive in nature is clearly evident from the data presented in Tables 5:3 and 5:4. There is consistent agreement that the college-bound student needs more mathematics and general training in vocational skills. Those in the small high schools, perhaps from the perspective of their more limited course offerings, would also add more science and elective courses to the curriculum. Science joins mathematics and vocational training as a "needs more" subject when the postsecondary respondents look at the high school preparatory curriculum, and a desire for more electives turns up again in the small junior college population. All groups would increase the amounts of mathematics and science in the vocational curriculum, and most of them would add more English. If these curricular changes were effected, the two programs would become much more similar in nature.

If the suggested additions are made without revising the traditional length and periodicity of the high school day, some subjects will have to be deemphasized. Academic personnel in the comprehensive high schools are loath to suggest how this might be done, but may accept fewer units of social studies and foreign language, as suggested by the vocational teachers in their schools. These two subjects were the most frequently mentioned as overemphasized in the college preparatory curriculum by all types of schools. It may be harder to delete anything from the current high school vocational program. Only two of the twelve high school groups (administrators and vocational teachers in the vocational high school,) agree sufficiently on any one subject for it to appear in the table. Both of these groups would reduce the number of electives. Postsecondary respondents, however, do make suggestions. In their view, more of the basic academic subjects could be included in the vocational high school program if shop and related job experience held a less prominent place in that curriculum.

At the postsecondary level.--The desire to reduce some of the traditional academic requirements in the junior college is most clearly seen in the opinions expressed about the college transfer program. Personnel in all types of schools would increase attention to mathematics or humanities, or both; all would place less emphasis on three or even four of the traditional liberal arts core courses.

Greater specialization and program differentiation at the junior college level is supported by recommendations for the technical program. All groups, in all three types of high schools, would devote less time to physical and social science, with a codicil attached to this recommendation from secondary academic teachers limiting change essentially to a deemphasis of social science. Technical center personnel advise the most extensive changes; English and electives as well as the sciences could be deemphasized to allow more time for mathematics. All groups in the small junior colleges, except the academic instructors, agree with this appraisal of the situation. Suggestions are somewhat more varied among large junior college staffs, but the same four areas recur with the highest frequency.

TABLE 5:3

SUMMARY OF MAJOR CHANGES DESIRED IN CURRENT CURRICULA COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

	Number	College Preparatory Program		High School Vocational or Technical Program		Postsecondary One Year Certificate Program		Postsecondary Two Year Technical Program		Junior College Two Year Transfer Program	
		Need More[a]	Need Less[b]	Need More	Need Less	Need More	Need Less	Need More	Need Less	Need More	Need Less
TOTAL	9637	Ma, VS[c]	-	Eg, Ma, Sc	-	-	-	-	SC, SS	Hu	Sc, SS, FL
Small High School	3059	Ma, Sc, El, VS	-	Ma, Sc	-	-	-	-	Sc, SS	Hu	Sc, SS, FL
Administrators	131	Ma, Sc, El, VS	-	Eg, Ma, Sc, SS	-	-	-	-	Eg, Sc, SS	Hu	SS, FL
Counselors	166	Ma, Sc, VS	-	Eg, Ma, Sc	-	-	SS	-	Eg, Sc, SS	Hu	Sc, SS, FL
Academic teachers	2171	Ma, Sc, El, VS	-	Ma, Sc	-	-	-	-	SS	Hu	SS, FL
Vocational teachers	591	Ma, VS	SS, FL	Ma, Sc	-	-	SS	-	Eg, Sc, SS	-	Sc, SS, FL
Large High School	5114	Ma, El, VS	-	Eg, Ma, Sc	-	-	-	-	Sc, SS	Hu	Sc, SS, FL
Administrators	184	Ma, El, VS	-	Ma, Sc	-	-	-	-	SS	-	SS, FL
Counselors	328	Ma, VS	-	Eg, Ma, Sc	-	-	SS	-	Sc, SS	-	Sc, SS, FL
Academic teachers	3597	Ma, VS	-	Ma, Sc	-	-	-	-	SS	Hu	Sc, SS, FL
Vocational teachers	1005	Ma, El, VS	SS, FL	Ma, Sc	-	-	SS	-	Eg, Sc, SS	-	Eg, Sc, SS, FL
Vocational High School	1464	Ma, VS	FL	Eg, Ma, Sc	-	-	SS	Ma	Sc, SS	-	Sc, SS, FL
Administrators	90	Ma, VS	SS, FL, El	Eg, Ma, Sc	El	-	SS	Ma	Eg, SS	Ma	Eg, Sc, SS, FL
Counselors	90	Ma, VS	FL	Eg, Ma, Sc, SS	-	-	SS	-	Sc, SS	Ma	Sc, SS, FL
Academic teachers	577	Ma, Sc, VS	-	Eg, Ma, Sc, FL	-	-	-	-	SS	-	SS, Hu, FL
Vocational teachers	707	Ma, VS	SS, FL, El	Eg, Ma, Sc	El	-	SS	Ma	Eg, Sc, SS, El	Ma	SS, FL

[a]Only areas in which approximately 30% or more of the respondents expressed a need for more emphasis are listed.

[b]Only areas in which approximately 15% or more of the respondents expressed a need for less emphasis are listed.

[c]Code for subjects:

Mathematics	Ma	Foreign Language	FL	Vocational Skills	VS
Science-Physical, Natural	Sc	Social Science, Studies	SS	Theory in Major Field	Th
Electives	El	English	Eg	Humanities	Hu

TABLE 5:4

SUMMARY OF MAJOR CHANGES DESIRED IN CURRENT CURRICULA COMPARISON OF OPINIONS OF POSTSECONDARY AOMINISTRATORS, COUNSELORS, ANO TEACHERS BY TYPE OF SCHOOL

	Number	College Preparatory Program		High School Vocational or Technical Program		Postsecondary One Year Certificate Program		Postsecondary Two Year Technical Program		Junior College Two Year Transfer Program	
		Need More[a]	Need Less[b]	Need More	Need Less	Need More	Need Less	Need More	Need Less	Need More	Need Less
TOTAL	3001	Ma, Sc, VS[c]	SS, FL	Eg, Ma, Sc	VS	-	SS, VS	Ma, Th	Eg, Sc, SS, El	Ma, Hu	Eg, SS, FL
Technical Center	775	Ma, Sc, VS	SS, FL	Ma, Sc	-	-	SS	Ma	Eg, Sc, SS, El	Ma	Eg, Sc, SS, FL
Administrators	62	Ma, Sc, VS	SS, FL, El	Eg, Ma, Sc	VS	Ma	SS	Ma	Eg, Sc, SS, El	Ma	Eg, Sc, SS, FL
Counselors	34	Ma, VS	FL	Ma, Sc	-	-	SS	Ma	Eg, Sc, SS	Ma	Eg, SS, FL
Academic teachers	124	Ma, Sc, VS	SS, FL	Eg, Ma, Sc	-	-	SS	Ma	Eg, SS, El	Ma	Eg, SS, FL
Vocational teachers	555	Ma, Sc, VS	SS, FL	Ma, Sc	SS	-	SS	Ma	Eg, Sc, SS, El	Ma	Eg, SS, FL
Small Junior College	1021	Ma, Sc, El, VS	SS, FL	Eg, Ma, Sc	VS, El	-	VS	Ma	SS, El	Ma, Hu	Sc, SS, FL
Administrators	90	Ma, El, VS	FL	Eg, Ma, Sc	VS	-	SS, VS	Ma	Eg, SS, El	Ma, Hu	Sc, SS, FL
Counselors	63	Ma, Sc, El, VS	SS, FL	Ma, Sc	VS	-	VS	Ma	Eg, Sc, SS, El	Ma, Hu	SS, FL
Academic teachers	630	Ma, Sc, El, VS	FL	Eg, Ma, Sc	VS	-	VS	Ma	SS	Ma, Hu	SS, FL
Vocational teachers	238	Ma, Sc, El, VS	SS, FL	Ma, Sc	-	-	SS, VS	Ma	Eg,Sc, SS, VS, El	Ma	Eg, SS, FL
Large Junior College	1704	Ma, Sc, VS	FL	Eg, Ma Sc	VS	-	VS	Ma	SS, El	Ma, Hu	Eg, SS, FL
Administrators	123	Ma, VS	FL	Ma, Sc	VS	-	VS	Ma	SS, El	Ma, Hu	Sc, SS, FL
Counselors	126	Ma, VS	-	Eg, Ma, Sc	VS	-	-	Ma	Eg, SS	Hu	FL
Academic teachers	786	Ma, Sc, VS	-	Eg, Ma, Sc	VS	-	VS	Ma	SS, VS	Ma, Hu	SS, FL
Vocational teachers	669	Ma, Sc, VS	SS, FL, El	Eg, Ma, Sc	VS	-	SS, VS	Ma	Eg, Sc, SS, El	Ma, Hu	Eg, Sc, SS, FL

[a]Only areas in which approximately 30% or more of the respondents expressed a need for more emphasis are listed.

[b]Only areas in which approximately 15% or more of the respondents expressed a need for less emphasis are listed.

[c]Code for subjects: Mathematics . . . . . Ma; Science-Physical, Natural . Sc; Electives . . . . . El; Foreign Language. . . . . FL; Social Science, Studies . . SS; English . . . . . Eg; Vocational Skills . . . . . VS; Theory in Major Field . . . Th; Humanities. . . . . Hu

Junior college personnel would reduce the number of units allocated to shop and related job experience in the certificate program whereas respondents from high schools and technical centers would rather have less social science. Except for technical center directors who wish more mathematics in the program, no group would increase the current allocation of units in any subject area in this curriculum.

Again the amount of agreement among the four classes of respondents within each type of school, as well as agreement between types of schools, is remarkable. Such consensus suggests that a significant minority would support curriculum change along the lines discussed above.

Implications.--The prospect of a diminished emphasis on "the human" sciences at this stage of history is disturbing, particularly to a social scientist. Granted that these subjects may not have been taught well or may not have fulfilled expectations. Social studies is one of the last of the core subjects to undergo extensive curriculum review and revision. And the post-Sputnik emphasis on the teaching of foreign languages has not produced a generation of linguists. But the need for understanding and preserving the human dimension in our technological society is great. One ray of hope to those who espouse this view is the frequent request for more humanities in the transfer program from respondents at both educational levels.

Rather than think of a fixed school day where more of one thing means less of another, the educational policy maker might better consider an extended day, a longer school year, or flexible class scheduling. Furthermore, if the traditional compartmentalization of subject matter is broken down through institution of team teaching, core courses, or similar interdisciplinary efforts, more learning might be accomplished with less time than currently devoted to each subject in its splendid isolation.

The recurrent recommendation that the high schools should move toward a dual purpose general curriculum has farreaching implications for educational policy. It supports those who advocate discontinuing the vocational high school as a separate institution and those who would delay intensive job training until after the high school years. Many of the suggested changes in the junior college degree program are opposed to traditional requirements, particularly those instituted at the behest of the senior college. The "practical" bent of these recommendations should be carefully evaluated. Carried to extreme, they would make the community college a separate terminal institution, rather than a lower division arm of the University. Unless, of course, the latter changes its entrance requirements along the lines indicated.

Educational Issues

The themes just discussed are affirmed and accentuated in the composite picture of positions taken on nine important educational issues (see Tables 5:5 and 5:6). The questions of when and where intensive vocational training should be given elicited consensus within each high

TABLE 5:5

MODAL POSITIONS ON SELECTED EDUCATIONAL ISSUES COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

	Number	Junior High Vocational Guidance Training	Best Place Occupational Training	Unrelated Student Employment	Expensive Vocational Training	General Educational and Saleable Skill	H. S. Vocational Graduate Can't "Make It" in College	Best Postsecondary Arrangement	Stiffer Vocational Prereq-uisites	Evaluation of Current Vocational Problems
TOTAL SECONDARY	9637	Helpful	OJT[a]	Keep	SP, AVC[b]	Desirable	Untrue	Sep. schools, Same classes	Exclude	Neglect
Small High School	3059	Helpful	OJT	Keep	SP	Desirable	Untrue, Irrelevant	Separate schools	Exclude	Neglect
Administrators	131	Helpful	OJT	Keep	SP	Desirable	Untrue	Same classes, Sep. schools	Exclude	Neglect
Counselors	166	Helpful	OJT	Keep	SP	Desirable	Untrue	Sep. schools, Sep. classes, Same classes	Exclude	Neglect
Academic teachers	2171	Helpful	OJT	Keep	SP	Desirable	Irrelevant	Separate schools	Exclude	Neglect
Vocational teachers	591	Helpful	OJT	Keep	SP	Desirable	Untrue	Same classes	Exclude	Neglect
Large High School	5114	Helpful	OJT	Keep	SP, AVC	Desirable	True, Untrue, Irrelevant	Sep. schools, Same classes	Exclude	Neglect
Administrators	184	Helpful	OJT	Keep	SP	Desirable	Untrue	Same classes	Exclude	Neglect
Counselors	328	Helpful	OJT	Keep	SP	Desirable	Untrue	Same classes	Exclude	Neglect
Academic teachers	3597	Helpful	OJT	Keep	AVC, SP	Desirable	True, Irrelevant	Separate schools	Exclude	Neglect
Vocational teachers	1005	Helpful	OJT	Keep	SP	Desirable	Untrue	Same classes	Exclude	Realistic, Neglect
Vocational High School	1464	Helpful	High School	Keep	AVC	Desirable	Untrue	Sep. schools, Same classes	Enhance	Realistic
Administrators	90	Helpful	High School	Keep	AVC	Desirable	Untrue	Same classes	Enhance	Realistic
Counselors	90	Helpful	High School	Keep	AVC	Desirable	Untrue	Separate schools	Exclude	Neglect
Academic teachers	577	Helpful	High School	Keep	AVC	Desirable	Untrue	Sep. schools, Same classes	Enhance	Neglect
Vocational teachers	707	Helpful	High School	Keep	AVC	Desirable	Untrue	Sep. schools, Same classes	Enhance	Realistic

[a] OJT = on the job training, AVC = area vocational center, SP = split program

[b] Multiple positions are shown when each listed alternative occurs with approximately equal frequency.

TABLE 5:6

MODAL POSITIONS ON SELECTED EDUCATIONAL ISSUES COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL

	Number	Junior High Vocational Guidance Training	Best Place Occupational Training	Unrelated Student Employment	Expensive Vocational Training	General Educational and Saleable Skill	H. S. Vocational Graduate Can't "Make It" in College	Best Postsecondary Arrangement	Stiffer Vocational Prereq-uisites	Evaluation of Current Vocational Programs
TOTAL POSTSECONDARY	3500	Helpful	PSI[a]	Keep	SP	Unrealistic	Untrue	Same classes	Exclude	Realistic
Technical Center	775	Helpful	PSI	Keep	SP	Unrealistic, Desirable	Untrue	Separate schools	Exclude	Realistic
Administrators	62	Helpful	PSI	Keep	SP	Desirable	Untrue	Separate schools	Exclude, Enhance	Realistic
Counselors	34	Helpful	PSI	Keep	SP	Desirable	Untrue	Sep. schools, Same classes	Exclude	Realistic
Academic teachers	124	Helpful	PSI	Keep	AVC	Unrealistic	True	Separate schools	Exclude	Neglect
Vocational teachers	555	Helpful	PSI	Keep	SP	Unrealistic	Untrue	Separate schools	Exclude, Enhance	Realistic
Small Junior College	1021	Helpful	PSI	Keep	SP	Unrealistic	True	Same classes	Exclude	Realistic, Neglect
Administrators	90	Helpful	PSI	Keep	SP	Unrealistic	Untrue	Same classes	Exclude	Realistic
Counselors	63	Helpful	OJT	Keep	SP	Desirable	Untrue	Same classes	Exclude	Neglect
Academic teachers	630	Helpful	OJT	Keep	SP	Unrealistic	True	Same classes	Exclude	Neglect
Vocational teachers	238	Helpful	PSI	Keep	SP	Unrealistic, Desirable	Untrue	Same classes	Exclude	Realistic
Large Junior College	1704	Helpful	PSI	Keep	SP	Unrealistic, Desirable	Untrue	Same classes	Exclude	Realistic, Neglect
Administrators	123	Helpful	PSI	Keep	SP	Desirable	Untrue	Same classes	Exclude	Realistic
Counselors	126	Helpful	PSI, OJT[b]	Keep	SP	Unrealistic	True	Same classes	Exclude	Neglect
Academic teachers	786	Helpful, Impractical	PSI	Keep	SP	Unrealistic	True	Same classes	Exclude	Neglect
Vocational teachers	669	Helpful	PSI	Keep	SP	Desirable	Untrue	Same classes	Exclude	Realistic

[a] OJT = on the job training, PSI = postsecondary institution, AVC = area vocational center, SP = split program

[b] Multiple positions are shown when each listed alternative occurs with approximately equal frequency.

school community, and almost complete uniformity of responses within each type of postsecondary institution. All agree that some vocational training and intensified vocational guidance would be helpful in the junior high school. An important minority (20-40% of each group) thinks such a program may be impractical but few respondents say it might be injurious. Aside from junior college counselors and academic instructors in the small colleges, each type of school supports its own program as the best preparation for jobs requiring less than a B. A. Both academic and vocational personnel in the comprehensive high school favor on-the-job training. All groups in the vocational high schools support intensive occupational training in the high schools. Postsecondary personnel, with the exceptions noted, express the view that occupational training is most effective at the postsecondary level. Only vocational high school personnel and academic instructors in technical centers support the development of specialized area vocational high schools when high costs prohibit the general high school from establishing a particular vocational program. The majority of the administrators and counselors in the technical centers join the comprehensive school personnel in favoring a split program at the secondary level.

The view that a combination high school program is feasibily is strongly supported at the high school level. The majority of the counselors, 50-70 per cent of the teachers, and 60-80 per cent of the administrators agree that if unnecessary requirements are dropped from both programs, this goal could be accomplished. Postsecondary personnel are not of one mind on this issue. A clear majority of small college administrators and of large college counselors consider the institution of a combined program as unrealistic. There is just too much to be learned in both the vocational and the academic curricula to expect a high school student to be proficient in both. All three postsecondary institutions split almost equally on the question. (See Table A-107.)

Serious implications for education policy are raised when this doubt about the realism of a combined program is considered in conjunction with the finding that 30 per cent or more of the postsecondary respondents (except technical center administrators and counselors) state that academic subjects taught secondary vocational students do not meet college entrance standards. Unless a high school student can acquire a saleable skill and still qualify for college, the vocational major will continue to find it difficult to further his education. It is one thing to plan for those who will not go to college; it is another to preclude the possibility of further academic training by curriculum design.

Once he is in junior college, however, the junior college respondents think that the occupational student should share classes with the college-bound, since heterogenity is beneficial to both groups. As might be expected, technical center personnel opt for separate schools, believing that a two-year college cannot maintain a high quality program in both areas. The split on this issue appears again at the secondary level: the majority of the vocational high school administrators, although representing specialized secondary schools, favor the "same class" alternative whereas counselors and teachers in these schools are almost evenly divided between "separate schools" and "same classes."

(See Table A-109.) The comprehensive high schools exhibit a similar lack of consensus.

Perhaps the basic dilemma of vocational education is best exemplified by the evaluations of current programs. While recognizing that these programs neglect the nonaverage student, particularly the sophisticated learner, half or more of the respondents in all groups in the comprehensive high schools agree that more rigid entrance requirements would not help. Raising standards for admission would exclude the slow learner and still not attract the student of high ability. With the important exception of the counselors and a strong minority of the academic teachers, the majority of the vocational high school respondents would prefer higher entrance requirements for their programs. Such a position is consonant with the philosophy of the vocational high school, but one wonders about the potential conflict inherent in the tendency for the counselors and academic teachers in these schools to believe that such restrictions would be unwisely restrictive.

There is more institutional ambivalence at the postsecondary level when present programs are evaluated. Academic teachers and counselors say that they neglect the nonaverage student, while administrators and teachers find them to be realistic, serving the needs of the student and community. The heaviest vote for "realism" comes from the technical centers, the most frankly vocational institutions. Directors and vocational teachers in these centers are almost evenly divided over the advisability of stiffer requirements for occupational programs. Otherwise, the majority opinion at the postsecondary level holds that such a move would make these programs too exclusive.

Conclusions.--In general, respondents agreed with the position that most closely fitted the raison d'etre of their own institution, but not always. On almost all issues there was a sizeable minority opinion.

Institutional positions were most clearly evident in the opinions expressed about the best way to train for jobs requiring less than a bachelor's degree. Only the vocational high school personnel generally favor the establishment of secondary area centers. All of the other groups would place the responsibility for providing expensive specialized training with the colleges and technical institutes. The concept of specialized institutions at the postsecondary level is not supported by junior college personnel, indicating a dedication to the comprehensive philosophy of these institutions.

All of the respondents are well aware of the problems presented by the general public emphasis on the bachelor's degree, but each type of institution would handle the issue somewhat differently. Comprehensive high school and junior college personnel would accept the current emphasis and concentrate on providing more vocational training for the low ability student. Those in vocational high schools, and to a lesser extent in the technical centers, are more inclined to raise the prestige of vocational education through the introduction of more rigid entrance requirements.

One final optimistic note. Most of the respondents, in all types of schools, state that the vocational major can make it in college, particularly if the standards for the academic component of the high school vocational program are raised. That they fault the curriculum rather than the student augers well for the future. If the high school curriculum is revised along the lines suggested by these respondents, the distinction between the standard academic and vocational programs should diminish. The similarity of educational philosophy among academic and vocational teachers in the comprehensive high schools favors the development of a new curricular pattern encompassing two differently organized programs--one that combines college preparatory work with basic training in a saleable skill and another that is frankly remedial in nature.

If this change were made at the secondary level, formal intensive specialized occupational training would necessarily become the responsibility of the postsecondary institution, thus lengthening the educational preparation of most students. Personnel in the technical centers appear to be ready and willing to take on this responsibility. The academic bias of the traditional junior college is still apparent, but the rapid development of new programs and the recruitment of teachers who believe in an "open door" policy and expect to remain at the junior college level indicate that the future will bring a more balanced program to these institutions.

TABLE A-1

DISTRIBUTION OF ACADEMIC TEACHER RESPONDENTS BY SUBJECT AND GRADE LEVEL TAUGHT

	Number of Respondents	
	Secondary	Postsecondary
Science	916	327
General	182	34
Biology, life science	413	99
Chemistry	195	89
Physics	108	75
Zoology, physiology	22	37
Earth sciences	34	27
Mathematics	901	236
General	330	77
Algebra, calculus	344	92
Geometry, trigonometry	225	18
Technical mathematics	59	64
Statistics, computer mathematics	-	16
Social Studies/Social Science	1153	322
General	91	22
Civics, government, political science	201	41
History	742	88
Geography	66	16
Economics	65	41
Behavioral sciences	52	122
English	1626	350
General	1349	148
Speech, drama	76	60
Journalism, report writing	19	9
Literature	68	92
Remedial reading	70	21
Communication skills	15	17
Library	29	3
Foreign Language	537	71
French	174	21
German	60	16
Spanish, Portuguese, Italian	219	29
Latin	68	1
Other	16	4
Fine Arts	411	99
Art	176	51
Music	235	48
Physical Education	707	117
General	570	88
Hygiene, sex education	66	26
Driver education	71	3
Other	94	17
Special education	85	1
Pre-professional	-	11
Miscellaneous general education	9	5

TABLE A-2

DISTRIBUTION OF VOCATIONAL TEACHER RESPONDENTS BY SUBJECT AND GRADE LEVEL TAUGHT

	Number of Respondents	
	Secondary	Postsecondary
Engineering Technology	256	399
General	4	86
Electronics	66	76
Electricity, circuitry, TV, radio	42	63
Drafting, technical drawing	138	139
Structural and fluid mechanics	6	35
Automotive	188	164
General machine operation and repair	34	29
Automobile meachnics	93	76
Tool and die	65	52
Diesel engines	3	15
Aircraft	4	2
Trades	296	87
General shop, industrial arts	80	5
Building trades	137	31
Metal trades	67	31
Plumbing, heating, air conditioning	12	20
Graphics/Communications	98	58
Printing	33	10
Graphic presentation	33	25
Design	23	11
Photography, broadcast production	9	12
Service Trades/Police	57	65
Cosmetology, barbering	38	22
Food trades	14	11
Police, fire	1	24
Other personal services	4	8
Agriculture	49	24
General	38	5
Horticulture, floriculture	4	5
Agricultural engineering	3	4
Other specialities	4	10
Home Economics	350	38
General	213	8
Foods and nutrition	46	15
Textiles and clothing	53	9
Child development, home management	38	6
Business Education	885	392
General	136	25
Secretarial skills	438	108
Accounting, bookkeeping	209	135
Data processing	23	78
Business law	30	24
Business procedures, administration	49	22
Distributive Education	81	62
General	52	7
Retailing, sales	28	26
Real estate, insurance	-	8
Banking and finance	-	8
Personnel management	1	17
Health Occupations	43	173
General	10	11
Nursing	26	124
Medical, dental technicians	4	37
Nurses' aides	3	1

TABLE A-3

AGE BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	21-30	31-40	41-55	56-70	Number	21-30	31-40	41-55	56-70
TOTAL	8648[a]	33.9	25.3	29.0	11.1	3001[b]	19.0	32.2	37.8	10.3
Total academic	6345	37.3	25.3	26.0	10.5	1539	22.1	34.1	33.9	9.1
Science	916	37.4	27.5	26.0	8.6	327	23.0	35.1	34.8	6.7
Mathematics	901	39.0	21.6	25.6	13.2	236	22.0	35.6	33.0	8.9
Social studies	1153	35.1	29.8	24.5	9.8	322	19.9	34.1	35.1	10.6
English	1626	40.0	19.5	26.6	12.8	350	23.4	30.8	34.0	11.1
Foreign language	537	37.2	21.1	26.6	14.4	71	28.2	19.8	39.5	11.3
Fine arts	411	30.9	27.8	31.2	9.6	99	14.1	45.5	28.3	11.1
Physical education	707	37.8	34.5	23.3	4.0	117	25.6	40.2	27.4	3.4
Other	94	27.7	31.9	35.2	4.3	17	17.5	17.5	41.0	11.4
Total vocational	2303	24.4	24.9	37.0	12.9	1462	15.6	30.1	42.9	11.7
Engineering technology	256	11.7	29.3	38.7	20.3	399	15.5	32.8	38.4	12.3
Automotive	188	7.0	29.3	50.0	12.8	164	7.9	26.8	48.8	15.8
Trades	296	18.2	26.0	36.5	18.7	87	8.0	20.7	54.0	16.1
Graphics	98	17.3	26.5	41.8	13.2	58	9.1	34.5	39.6	14.7
Service trades, police	57	3.5	21.1	59.7	15.8	65	9.2	30.8	46.1	13.8
Agriculture	49	20.4	26.6	38.8	14.3	24	12.5	25.0	33.3	29.2
Home economics	350	28.3	21.2	38.5	11.4	38	2.6	26.3	57.9	13.1
Business education	885	33.9	23.4	31.5	9.9	392	25.0	32.4	33.6	8.6
Distributive education	81	34.5	34.5	27.1	3.7	62	11.3	27.4	51.6	8.0
Health	43	20.9	18.6	48.9	11.6	173	15.1	27.2	49.7	7.6

[a]Sixty six nonrespondents (0.7%).

[b]Twenty one nonrespondents (0.7%).

TABLE A-4

SEX BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS			POSTSECONDARY TEACHERS		
	Number	Male	Female	Number	Male	Female
TOTAL	8648[a]	54.6	44.9	3001[b]	74.6	25.0
Total academic	6345	54.6	45.0	1539	75.4	24.2
Science	916	76.4	23.0	327	84.7	14.7
Mathematics	901	63.0	36.5	236	86.4	12.7
Social studies	1153	69.3	30.1	322	79.8	20.2
English	1626	30.4	69.1	350	59.7	39.7
Foreign language	537	34.3	65.2	71	60.6	38.0
Fine arts	411	64.5	35.5	99	77.8	22.2
Physical education	707	57.3	42.7	117	69.2	30.8
Other	94	50.0	48.9	17	70.6	29.4
Total vocational	2303	54.8	44.8	1462	73.8	25.9
Engineering technology	256	98.8	1.2	399	98.5	0.8
Automotive	188	96.3	2.1	164	99.4	0.6
Trades	296	97.6	1.4	87	98.9	-
Graphics	98	90.8	9.2	58	87.9	12.1
Service trades, police	57	33.3	66.7	65	67.7	32.3
Agriculture	49	100.0	-	24	100.0	-
Home economics	350	1.7	97.4	38	5.3	92.1
Business education	885	34.7	65.2	392	64.8	35.2
Distributive education	81	80.2	18.5	62	85.5	14.5
Health	43	7.0	93.0	173	5.2	94.8

[a]Thirty nine nonrespondents (0.5%).

[b]Twelve nonrespondents (0.4%).

TABLE A-5

TYPE OF COMMUNITY LIVING IN AT HIGH SCHOOL GRADUATION BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Large City	Suburb	Small City	Town	Rural	Number	Large City	Suburb	Small City	Town	Rural
TOTAL	8648[a]	30.5	9.1	20.8	25.3	13.1	3001[b]	31.2	11.1	20.8	23.3	12.7
Total academic	6345	30.3	9.9	21.8	25.2	11.9	1539	33.2	12.3	20.8	22.6	10.2
Science	916	29.8	8.4	20.4	26.6	12.9	327	28.4	12.2	21.7	19.9	17.2
Mathematics	901	23.8	8.2	19.9	27.4	20.1	236	31.8	9.3	22.5	23.3	12.3
Social studies	1153	32.4	10.9	20.8	22.5	12.3	322	38.5	13.0	18.9	20.5	8.3
English	1626	29.4	11.3	22.3	26.6	10.0	350	30.3	12.6	20.6	26.9	8.0
Foreign language	537	36.0	10.6	23.3	20.1	8.6	71	46.5	16.9	21.1	12.7	2.8
Fine arts	411	30.5	9.5	24.6	28.7	5.1	99	43.5	8.1	23.2	20.2	4.0
Physical education	707	33.9	8.3	22.3	24.3	9.9	117	30.7	14.5	17.9	28.2	8.5
Other	94	26.6	9.6	29.8	20.2	12.7	17	11.8	17.6	23.6	35.3	11.8
Total vocational	2303	31.2	7.2	18.3	25.6	16.7	1462	29.0	9.8	20.8	24.0	15.4
Engineering technology	256	34.0	8.2	20.7	21.5	12.9	399	33.4	10.3	22.1	22.1	11.5
Automotive	188	33.5	6.4	20.2	25.0	13.3	164	20.8	5.5	22.0	26.2	25.0
Trades	296	28.7	6.8	19.3	28.4	15.2	87	21.8	10.3	21.8	19.5	25.3
Graphics	98	43.9	11.2	18.4	21.4	5.1	58	36.2	17.2	20.7	20.7	5.2
Service trades, police	57	49.1	8.8	19.3	15.8	5.3	65	24.6	10.8	26.2	21.5	13.0
Agriculture	49	-	-	4.1	28.6	67.3	24	8.3	8.3	12.5	20.8	50.0
Home economics	350	20.9	7.4	18.3	26.6	26.8	38	13.2	7.9	26.3	31.6	21.0
Business education	885	32.5	7.1	18.4	27.1	14.1	392	31.4	9.2	20.2	25.5	12.7
Distributive education	81	46.9	4.9	9.9	22.2	16.0	62	38.7	12.9	12.9	24.2	9.7
Health	43	34.9	7.0	18.6	20.9	18.6	173	27.1	11.0	18.5	26.0	16.2

[a]Eighty nine nonrespondents (0.7%).

[b]Twenty seven nonrespondents (0.6%).

TABLE A-6

FATHER'S MAJOR OCCUPATION, SECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS								
	Number	Semiskilled	Service	Skilled	Clerical Sales	Farm Manager	Other Manager	Professional	Unknown
TOTAL	8648	12.2	4.5	24.0	9.3	11.9	13.6	17.2	7.4
Total academic	6345	11.9	4.4	22.7	9.9	11.0	14.0	18.8	7.5
Science	916	12.8	5.0	25.4	9.3	12.1	9.5	17.6	8.2
Mathematics	901	11.7	5.7	23.0	8.4	17.0	11.8	15.1	7.5
Social studies	1153	12.1	4.5	21.5	10.2	10.8	15.8	17.8	7.3
English	1626	10.7	3.9	18.9	9.8	10.4	16.3	22.9	7.1
Foreign language	537	12.8	2.2	21.0	10.7	7.6	13.8	24.2	7.6
Fine arts	411	9.2	3.9	24.1	11.2	7.3	17.8	18.5	8.0
Physical education	707	14.0	4.8	28.7	10.4	8.2	13.0	13.7	7.1
Other	94	10.6	4.3	28.7	10.7	9.6	11.7	14.9	9.6
Total vocational	2303	13.0	4.8	27.6	8.0	14.5	12.5	12.7	6.9
Engineering technology	256	17.6	4.7	31.3	8.6	9.8	12.1	11.0	5.1
Automotive	188	12.8	2.7	41.5	5.9	11.7	9.6	9.6	6.4
Trades	296	17.9	5.4	40.2	4.1	11.8	7.4	8.4	4.7
Graphics	98	16.3	8.2	38.8	8.2	3.1	8.2	13.3	4.1
Service trades, police	57	10.5	8.8	38.6	5.3	5.3	7.0	7.0	17.5
Agriculture	49	10.2	-	6.1	2.0	65.3	2.0	14.2	-
Home economics	350	8.0	4.9	18.3	9.1	22.9	11.4	20.0	5.5
Business education	885	11.2	5.0	23.2	8.9	13.3	17.3	12.5	8.6
Distributive education	81	17.3	1.2	16.0	18.5	13.6	9.9	13.6	9.9
Health	43	20.9	4.7	30.2	4.6	14.0	9.3	11.6	4.6

TABLE A-7

FATHER'S MAJOR OCCUPATION, POSTSECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

Subject	POSTSECONDARY TEACHERS								
	Number	Semiskilled	Service	Skilled	Clerical Sales	Farm Manager	Other Manager	Professional	Unknown
TOTAL	3001	9.0	4.5	24.9	10.0	12.8	15.7	18.2	4.9
Total academic	1539	9.1	3.9	22.8	10.5	10.4	15.3	23.5	4.5
Science	327	9.5	1.5	23.9	7.6	14.1	17.7	23.2	2.4
Mathematics	236	10.2	5.5	25.8	8.9	13.1	14.8	17.2	3.4
Social studies	322	7.8	5.3	21.4	9.0	8.7	18.3	24.0	5.6
English	350	8.0	4.0	21.4	14.9	8.3	11.4	24.6	7.4
Foreign language	71	15.5	2.8	16.9	8.4	7.0	8.5	36.6	4.2
Fine arts	99	5.1	4.0	20.2	12.1	10.1	17.2	28.3	3.0
Physical education	117	12.0	4.3	26.5	12.9	6.8	15.4	18.8	3.5
Other	17	11.8	-	29.4	5.7	17.6	11.8	23.3	-
Total vocational	1462	9.0	5.1	27.2	9.5	15.3	16.1	12.6	5.4
Engineering technology	399	11.0	6.0	28.3	8.3	10.0	15.8	15.1	5.6
Automotive	164	11.0	3.7	31.7	4.8	22.6	12.8	9.8	3.6
Trades	87	11.5	2.3	35.6	4.5	27.6	9.2	3.4	5.7
Graphics	58	8.6	1.7	36.2	3.4	3.4	17.2	22.4	6.8
Service trades, police	65	12.3	10.8	24.6	4.6	12.3	12.3	16.9	6.1
Agriculture	24	-	-	20.8	8.4	50.3	4.2	8.3	-
Home economics	38	-	5.3	31.6	7.9	23.7	28.9	2.6	-
Business education	392	7.7	4.3	22.2	13.5	12.5	20.4	13.5	4.8
Distributive education	62	6.5	3.2	24.2	12.9	12.9	27.4	8.1	4.8
Health	173	6.9	7.5	26.0	12.7	18.5	9.8	12.1	6.4

TABLE A-8

TYPE OF CERTIFICATION BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	None	Provisional	Standard; Permanent	Vocational	Advanced	Number	None	Provisional	Standard; Permanent	Vocational	Advanced
TOTAL	8648[a]	0.9	11.2	63.1	8.8	10.9	3001[b]	22.1	5.5	28.4	21.5	18.6
Total academic	6345	0.8	11.9	72.8	0.9	11.8	1539	21.2	3.9	38.3	5.9	26.4
Science	916	0.4	11.6	74.1	1.4	11.1	327	27.2	4.3	31.7	10.1	22.9
Mathematics	901	1.3	13.2	72.0	1.2	11.4	236	19.5	3.0	42.8	11.9	19.0
Social studies	1153	0.8	9.4	75.3	0.7	12.0	322	23.9	4.0	31.3	4.3	32.6
English	1626	0.6	13.8	70.8	0.2	11.9	350	20.0	2.9	37.5	3.7	30.3
Foreign language	537	1.3	16.2	69.1	0.8	10.2	71	28.2	5.6	36.6	-	23.9
Fine arts	411	1.2	7.1	73.0	1.2	14.1	99	13.1	4.0	49.5	1.0	29.3
Physical education	707	0.3	8.8	75.5	0.6	11.9	117	6.0	6.0	62.4	1.7	21.3
Other	94	-	19.2	67.1	1.1	12.8	17	29.4	5.9	29.4	-	23.6
Total vocational	2303	1.3	9.4	47.8	30.7	8.6	1462	23.0	7.2	18.1	37.9	10.5
Engineering technology	256	1.6	11.3	36.0	42.6	7.5	399	27.6	7.8	11.1	39.8	8.5
Automotive	188	1.6	8.0	22.3	61.0	5.4	164	23.2	7.3	4.2	60.4	1.8
Trades	296	1.0	9.1	43.9	36.4	7.8	87	25.3	3.4	5.7	62.0	-
Graphics	98	3.1	8.2	43.8	37.7	5.1	58	13.8	10.3	5.2	53.4	15.5
Service trades, police	57	3.5	12.3	17.6	61.4	1.8	65	12.3	10.8	12.3	50.8	10.8
Agriculture	49	-	-	46.9	38.7	14.2	24	25.0	12.5	25.0	16.7	12.4
Home economics	350	-	6.6	45.5	35.5	8.3	38	15.8	2.6	31.6	26.3	18.4
Business education	885	1.4	10.3	63.4	12.1	10.8	392	19.1	6.4	36.2	20.4	16.5
Distributive education	81	1.2	9.9	37.0	42.0	9.8	62	16.1	4.8	24.2	35.5	16.1
Health	43	7.0	18.6	25.6	44.2	-	173	30.6	8.1	12.7	36.4	8.7

[a]One hundred eighty six nonrespondents (2.2%).

[b]One hundred fourteen nonrespondents (3.8%).

TABLE A-9

MAJOR HIGH SCHOOL PROGRAM BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	College Preparatory	Vocational	Commercial	General	Unknown	Number	College Preparatory	Vocational	Commercial	General	Unknown
TOTAL	8648[a]	57.9	3.1	3.4	14.7	20.0	3001[b]	52.4	4.5	2.8	18.0	20.8
Total academic	6345	63.0	0.9	1.5	13.3	20.6	1539	61.5	1.9	0.8	13.8	21.4
Science	916	62.1	1.0	0.6	13.1	22.3	327	61.8	3.0	0.6	14.4	19.9
Mathematics	901	64.6	1.0	1.0	12.2	20.6	236	67.4	2.1	-	14.8	15.2
Social studies	1153	61.3	0.8	1.2	15.6	20.1	322	59.3	1.9	0.9	18.0	19.6
English	1626	66.2	0.7	1.5	11.3	19.7	350	60.0	0.8	1.4	10.3	27.1
Foreign language	537	66.8	0.4	2.2	5.2	24.0	71	63.4	-	1.4	5.6	28.2
Fine arts	411	59.6	0.7	1.9	15.6	22.1	99	63.6	2.0	-	13.1	20.2
Physical education	707	57.7	1.6	2.4	20.2	17.5	117	59.0	0.8	0.8	14.5	23.1
Other	94	51.1	2.1	5.3	17.0	24.5	17	47.0	11.8	-	11.8	23.5
Total vocational	2303	44.1	9.4	8.5	18.6	18.1	1462	42.7	7.2	4.9	22.4	20.1
Engineering technology	256	32.8	20.3	1.6	22.6	21.1	399	44.1	9.3	1.2	22.8	20.3
Automotive	188	25.0	23.9	3.7	21.3	23.4	164	17.7	15.2	2.4	32.3	25.6
Trades	296	32.4	16.2	1.4	21.3	26.4	87	18.4	16.1	1.1	34.5	19.5
Graphics	98	38.8	19.4	3.1	24.5	11.2	58	41.4	10.3	1.7	22.4	19.0
Service trades, police	57	21.0	21.0	7.0	19.3	28.1	65	27.7	7.7	4.6	30.8	24.6
Agriculture	49	24.5	8.2	-	40.8	26.5	24	33.3	29.2	-	16.7	20.8
Home economics	350	55.1	4.8	1.4	17.1	20.3	38	60.5	-	-	13.2	26.3
Business education	885	52.5	1.6	18.1	15.0	12.2	392	52.0	2.3	11.5	16.8	17.3
Distributive education	81	55.6	4.9	4.9	18.5	16.0	62	62.9	1.6	4.8	12.9	17.7
Health	43	55.8	2.3	9.3	11.6	20.9	173	51.4	1.2	5.8	22.0	19.1

[a] Seventy six respondents reported no high school degree (0.9%).

[b] Forty five respondents reported no high school degree (1.5%).

TABLE A-10

HIGHEST OEGREE ACHIEVED BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	H. S. Oiploma	Certificate A. A.	B. A.	M. A.	Ph. O.	Number	H. S. Diploma	Certificate A. A.	B. A.	M. A.	Ph. D.
TOTAL	8648[a]	3.2	2.4	54.8	38.3	0.6	3001[b]	8.4	6.3	23.8	53.7	6.7
Total academic	6345	1.3	0.4	56.2	40.8	0.8	1539	1.1	0.4	15.1	71.6	11.2
Science	916	1.3	D.1	51.9	45.7	0.5	327	0.9	0.9	16.8	67.0	14.1
Mathematics	901	1.8	0.2	57.2	40.1	0.4	236	1.7	0.4	22.5	70.8	4.2
Social studies	1153	0.7	0.6	53.1	44.1	0.8	322	1.9	0.3	12.4	67.4	17.7
English	1626	0.9	0.4	60.4	36.9	0.9	350	0.6	-	12.3	78.8	10.1
Foreign language	537	1.3	0.4	56.8	39.3	1.7	71	-	-	14.1	70.4	14.1
Fine arts	411	1.7	0.6	48.2	48.7	0.7	99	1.0	1.0	8.1	78.8	10.1
Physical education	707	1.8	0.7	60.5	35.8	0.7	117	0.9	0.9	17.9	73.5	5.1
Other	94	3.2	1.1	54.3	41.5	-	17	-	-	17.6	58.8	23.5
Total vocational	2303	8.6	7.9	50.9	31.4	0.3	1462	16.0	12.6	32.9	35.0	2.0
Engineering technology	256	14.8	16.8	35.5	31.3	-	399	17.3	13.9	39.6	27.1	1.3
Automotive	188	28.7	21.3	27.1	19.7	0.5	164	35.4	23.8	24.4	11.0	0.6
Trades	296	12.5	11.8	41.2	32.1	0.3	87	40.2	26.4	16.1	9.2	-
Graphics	98	15.3	16.4	35.7	31.6	-	58	17.2	17.1	27.6	34.5	-
Service trades, police	57	43.9	38.7	12.3	1.8	-	65	27.7	23.1	26.2	20.0	-
Agriculture	49	-	-	55.1	44.9	-	24	12.5	8.4	25.0	50.0	4.2
Home economics	350	3.7	0.9	66.9	26.9	0.6	38	5.3	-	52.6	42.1	-
Business education	885	1.1	0.9	61.1	36.3	0.2	392	4.3	2.3	32.7	56.9	3.8
Distributive education	81	-	-	56.8	43.2	-	62	4.8	-	37.1	54.8	3.2
Health	43	11.6	30.3	41.9	14.0	2.3	173	11.0	17.4	34.1	34.7	2.9

[a] Fifty six nonrespondents (0.6%).

[b] Thirty one nonrespondents (1.0%).

TABLE A-11

TYPE OF DEGREE PROGRAM CURRENTLY WORKING ON BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	None	Certificate A. A.	B. A.	M. A.	Ph. D.	Number	None	Certificate A. A.	B. A.	M. A.	Ph. D.
TOTAL	8648	72.1	0.4	2.2	21.9	3.3	3001	71.0	1.4	4.4	11.1	12.1
Total academic	6345	71.7	0.2	0.6	23.6	3.8	1539	71.6	0.3	0.9	9.3	18.2
Science	916	67.8	0.2	0.2	25.4	6.3	327	72.5	-	0.9	10.7	15.9
Mathematics	901	73.7	-	1.2	22.2	2.9	236	76.7	0.8	0.8	11.4	10.2
Social studies	1153	72.2	0.3	0.3	23.8	3.4	322	63.0	0.3	0.6	8.7	27.3
English	1626	70.9	0.6	0.6	36.0	4.8	350	72.6	-	0.3	7.7	19.4
Foreign language	537	73.8	0.7	1.1	21.6	2.8	71	62.2	-	-	8.4	25.4
Fine arts	411	71.5	-	1.2	21.4	5.8	99	79.8	1.0	-	4.0	15.2
Physical education	707	75.8	-	0.6	20.6	2.8	117	75.2	0.8	0.8	12.0	11.1
Other	94	59.6	1.1	-	35.1	4.2	17	76.5	-	-	11.8	11.8
Total vocational	2303	73.1	0.8	6.6	17.4	2.0	1462	70.4	2.5	8.5	13.1	5.6
Engineering technology	256	65.6	2.0	16.8	12.5	3.1	399	67.4	1.5	10.8	16.3	4.0
Automotive	188	63.8	2.6	20.7	10.6	2.1	164	67.1	4.9	15.2	11.6	1.2
Trades	296	73.6	-	9.1	15.2	2.0	87	74.7	4.6	16.1	3.4	1.1
Graphics	98	65.3	-	12.2	19.4	3.1	58	72.4	3.4	10.3	8.6	5.2
Service trades, police	57	64.9	7.0	24.6	3.5	-	65	75.4	10.8	4.6	6.2	3.1
Agriculture	49	63.3	-	-	36.7	-	24	83.3	-	4.2	12.5	-
Home economics	350	80.9	0.6	1.1	16.0	1.4	38	73.7	-	-	18.4	7.9
Business education	885	76.3	0.2	0.9	20.9	1.7	392	73.5	1.0	1.5	13.3	10.7
Distributive education	81	69.1	-	-	27.2	3.7	62	69.4	3.2	-	19.4	8.1
Health	43	74.4	2.3	14.0	4.6	4.6	173	66.5	1.7	15.0	12.1	4.6

TABLE A-12

CALENDAR YEAR OF MOST RECENT NONDEGREE COURSE BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number[a]	1967	1966	1965	1962-64	Unknown	Number[a]	1967	1966	1965	1962-64	Unknown
TOTAL	4854	14.5	30.8	17.8	25.8	11.1	1746	9.9	30.1	18.8	23.8	11.6
Total academic	3505	13.8	29.9	17.9	27.3	11.0	759	14.0	28.6	19.9	29.5	8.0
Science	587	14.3	29.5	18.1	28.9	9.2	185	15.7	27.6	18.4	32.5	5.9
Mathematics	559	14.7	30.1	18.2	29.5	7.5	136	11.8	26.5	23.5	31.6	6.6
Social studies	585	13.3	28.0	20.0	28.3	10.3	132	12.9	31.1	23.5	27.2	5.3
English	842	14.7	32.7	17.0	23.7	12.0	155	12.9	29.7	20.0	25.1	12.3
Foreign language	310	7.7	26.5	19.0	35.5	11.3	36	5.6	25.0	22.2	41.7	5.6
Fine arts	213	14.6	30.0	17.4	22.1	16.0	38	5.3	34.2	15.8	34.3	10.5
Physical education	349	15.2	29.2	15.5	25.8	14.3	66	27.3	24.2	12.1	25.7	10.6
Other	60	15.0	31.7	16.7	20.0	16.7	11	18.2	45.5	9.1	9.1	18.2
Total vocational	1349	16.3	33.3	17.6	21.6	11.2	987	16.9	31.2	18.0	19.5	14.4
Engineering technology	143	13.3	25.9	18.2	26.6	16.1	244	13.5	28.3	23.8	23.4	11.1
Automotive	133	18.0	36.8	12.0	15.8	17.3	124	11.3	27.4	18.5	20.2	22.6
Trades	149	16.1	31.5	20.8	19.4	12.1	65	23.1	27.7	7.7	21.6	20.0
Graphics	59	22.0	39.0	8.5	22.1	8.5	36	11.1	33.3	25.0	14.0	16.7
Service trades, police	46	21.7	32.6	17.4	15.2	13.0	51	23.5	29.4	15.7	19.6	11.8
Agriculture	38	13.2	39.5	10.5	18.5	18.4	13	30.8	53.8	7.7	7.7	-
Home economics	202	15.3	29.2	19.3	25.8	10.4	26	19.2	15.4	23.1	23.0	19.2
Business education	494	15.6	34.2	19.2	23.5	7.5	261	15.3	36.4	16.9	19.2	12.3
Distributive education	55	18.2	40.0	12.7	11.0	18.2	38	15.8	31.6	18.4	23.7	10.5
Health	30	23.3	43.3	20.0	10.0	3.3	129	26.4	32.6	13.2	11.7	16.3

[a]Base number is reduced by number of teachers who have not taken a nondegree course in the last five years.

TABLE A-13

AGENCY OFFERING MOST RECENT NONDEGREE COURSE BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	College or University	U. S. Government Agency	Private Agency	State Education Department	Other	Number	College or University	U. S. Government Agency	Private Agency	State Education Department	Other
TOTAL	4854[a]	56.5	15.8	7.7	7.1	12.8	1746[a]	55.6	11.1	17.8	5.4	10.1
Total academic	3505	56.5	20.6	4.3	5.8	12.8	759	60.3	18.6	8.2	3.8	8.9
Science	587	36.7	49.9	3.8	3.9	5.6	185	44.3	39.5	8.7	3.8	3.8
Mathematics	559	44.9	37.2	3.8	5.5	8.6	136	42.6	33.0	14.0	5.1	5.1
Social studies	585	62.9	12.3	5.7	5.0	14.2	132	70.5	6.0	12.9	3.0	7.6
English	842	64.5	7.9	4.6	6.5	16.5	155	71.6	5.2	5.8	2.6	14.8
Foreign language	310	57.4	19.0	3.2	8.4	11.9	36	86.1	8.3	-	5.6	-
Fine arts	213	70.0	2.3	3.3	4.2	20.2	38	78.9	-	2.6	-	18.4
Physical education	349	68.5	4.9	3.5	6.9	16.3	66	69.7	3.0	1.5	6.1	19.7
Other	60	63.3	6.6	3.3	13.3	13.4	11	41.2	11.8	-	5.9	5.9
Total vocational	1349	56.1	3.4	17.1	10.5	12.8	987	52.0	5.2	25.0	6.6	11.1
Engineering technology	143	49.7	7.0	17.5	12.6	13.3	244	48.8	8.2	29.9	4.5	8.6
Automotive	133	38.3	2.3	36.2	11.3	12.0	124	51.6	4.0	33.1	5.6	5.6
Trades	149	57.0	5.3	16.1	7.4	14.1	65	50.8	1.5	20.0	7.7	20.0
Graphics	59	64.4	-	23.8	6.8	5.1	36	52.8	2.8	19.5	5.6	19.4
Service trades, police	46	34.8	-	26.1	26.1	13.0	51	54.9	2.0	11.8	9.8	21.6
Agriculture	38	50.0	7.9	10.5	26.3	5.2	13	61.5	7.7	23.1	-	7.7
Home economics	202	61.4	2.5	6.0	10.9	19.3	26	65.4	7.7	11.5	7.7	7.7
Business education	494	61.5	2.8	17.8	6.1	11.7	261	51.0	4.2	29.9	6.5	8.4
Distributive education	55	60.0	5.4	3.6	25.5	5.5	38	60.5	2.6	26.3	5.3	5.2
Health	30	53.3	-	6.6	20.0	20.0	129	53.5	7.0	10.2	10.9	18.7

[a]Base number is reduced by number of teachers who have not taken a nondegree course in the last five years.

TABLE A-14

SUMMER PLANS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Teaching Duties	Educational Activities	Work Outside Education	Travel, Rest	Undecided	Number	Teaching Duties	Educational Activities	Work Outside Education	Travel, Rest	Undecided
TOTAL	8648[a]	17.9	26.3	20.4	26.4	5.7	3001[b]	37.8	22.4	27.4	14.6	3.7
Total academic	6345	18.0	27.1	19.8	26.1	5.8	1539	38.7	25.5	13.5	15.5	2.9
Science	916	18.1	30.4	24.0	17.9	5.8	327	37.3	22.6	30.8	21.6	2.7
Mathematics	901	19.9	27.2	17.7	25.3	7.6	236	39.4	22.0	16.5	16.1	2.9
Social studies	1153	20.1	27.4	21.7	21.3	5.9	322	45.0	24.2	9.7	14.6	3.7
English	1626	17.5	27.0	13.3	34.5	4.9	350	38.3	29.4	7.2	16.8	3.5
Foreign language	537	15.3	27.7	11.2	35.9	7.4	71	32.4	35.2	5.6	22.6	2.8
Fine arts	411	23.1	27.0	18.8	21.6	6.1	99	9.9	21.2	11.1	16.2	1.0
Physical education	707	13.1	21.9	35.6	22.5	4.7	117	24.8	30.0	23.1	19.7	0.9
Other	94	12.7	32.0	25.5	25.6	2.1	17	35.3	29.4	17.7	11.8	-
Total vocational	2303	18.1	23.9	22.0	27.0	5.4	1462	36.7	19.2	22.2	13.6	4.6
Engineering technology	256	14.8	25.8	33.9	16.8	2.8	399	27.1	19.1	34.2	7.5	7.0
Automotive	188	15.9	23.9	37.7	14.4	4.8	164	40.8	20.1	17.7	14.7	6.1
Trades	296	13.9	21.0	42.3	14.5	4.7	87	46.0	16.1	21.8	8.0	6.9
Graphics	98	16.3	19.4	30.6	21.4	5.1	58	44.8	12.0	24.1	15.5	-
Service trades, police	57	21.1	24.6	17.5	26.3	5.3	65	26.2	26.1	23.1	10.8	7.7
Agriculture	49	63.3	10.2	6.1	2.0	4.0	24	25.0	16.7	20.9	20.8	-
Home economics	350	16.0	24.0	7.4	45.7	5.5	38	13.2	21.1	10.6	47.4	2.6
Business education	885	17.7	26.6	13.4	32.3	7.0	392	42.1	20.1	16.8	16.1	3.0
Distributive education	81	24.7	21.0	29.6	8.6	1.2	62	33.9	19.4	30.6	8.0	4.8
Health	43	34.9	9.3	23.2	21.0	7.0	173	47.3	17.3	9.9	17.9	2.9

[a]Two hundred seventy three gave a variety of other plans (3.2%).

[b]One hundred fourteen gave a variety of other plans (3.8%).

TABLE A-15

PROFESSIONAL EDUCATIONAL EXPERIENCE OF SPOUSE
FOR MARRIED RESPONDENTS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS			POSTSECONDARY TEACHERS		
	Number[a]	Teacher	Non-Teacher	Number[a]	Teacher	Non-Teacher
TOTAL	6179	38.7	61.3	2441	36.4	63.6
Total academic	4474	40.6	59.4	1224	44.5	55.5
Science	690	43.8	56.2	267	41.9	58.1
Mathematics	637	40.7	59.3	203	37.4	62.6
Social studies	846	41.7	58.2	265	43.8	56.2
English	1092	38.1	61.9	246	46.7	53.3
Foreign language	336	39.0	61.0	250	54.0	46.0
Fine arts	295	43.1	56.9	83	56.6	43.4
Physical education	500	39.6	60.4	97	45.4	54.6
Other	78	39.7	60.3	13	53.8	46.2
Total vocational	1705	33.6	66.4	1217	27.9	72.1
Engineering technology	217	34.6	65.4	355	21.7	78.3
Automotive	167	20.4	79.6	146	21.2	78.8
Trades	248	39.9	60.1	79	15.2	84.8
Graphics	82	40.2	59.8	48	54.2	45.8
Service trades, police	39	15.4	84.6	57	8.8	91.2
Agriculture	40	45.0	55.0	18	50.0	50.0
Home economics	245	33.1	66.9	25	36.0	64.0
Business education	582	33.7	66.3	318	42.8	57.2
Distributive education	60	41.7	58.3	54	35.2	64.8
Health	25	24.0	76.0	117	13.7	86.3

[a]Base number is reduced by number of unmarried teachers.

TABLE A-16

NUMBER OF PROFESSIONAL EDUCATIONAL ORGANIZATIONAL MEMBERSHIPS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	None	One	Two	Three	Four to Six	Number	None	One	Two	Three	Four to Six
TOTAL	8648[a]	11.0	37.9	33.4	11.8	3.3	3001[b]	17.4	27.5	26.6	17.3	8.5
Total academic	6345	11.7	40.0	32.9	10.2	2.5	1539	13.4	26.4	28.1	19.9	9.7
Science	916	13.6	42.4	28.9	9.5	2.4	327	12.5	29.7	26.0	22.3	6.7
Mathematics	901	11.5	42.4	32.6	9.3	2.4	236	20.3	25.8	26.7	15.3	9.8
Social studies	1153	12.5	45.1	29.6	8.3	2.0	322	13.0	26.4	28.6	19.6	10.9
English	1626	12.5	37.9	34.6	10.1	2.8	350	10.9	30.0	30.0	16.9	10.0
Foreign language	537	8.6	37.1	34.6	11.5	5.6	71	9.9	19.7	28.2	21.1	18.3
Fine arts	411	10.5	26.8	36.5	18.5	3.4	99	18.2	20.2	26.3	24.2	8.1
Physical education	707	9.8	41.0	36.1	9.1	1.4	117	9.4	16.2	33.3	27.4	8.6
Other	94	10.6	33.0	36.2	16.0	-	17	5.9	29.4	17.6	23.5	11.8
Total vocational	2303	9.1	32.1	34.9	16.2	5.5	1462	21.7	28.7	25.0	14.5	7.5
Engineering technology	256	11.3	32.0	34.4	12.1	8.2	399	27.3	33.1	22.6	8.0	5.0
Automotive	188	6.9	37.8	37.8	13.3	2.6	164	18.3	36.0	29.3	11.0	3.0
Trades	296	9.8	30.4	36.5	16.6	3.7	87	25.3	34.5	25.3	12.6	1.1
Graphics	98	12.2	28.6	32.7	18.4	7.1	58	15.5	31.0	32.8	13.8	6.8
Service trades, police	57	7.0	31.6	33.3	24.6	3.5	65	15.4	26.2	23.1	24.6	7.6
Agriculture	49	-	8.2	44.9	30.6	16.3	24	20.8	29.2	25.0	8.3	8.4
Home economics	350	6.6	28.0	37.4	19.7	6.0	38	15.8	31.6	21.1	13.2	15.8
Business education	885	10.6	35.7	31.8	14.4	5.0	392	22.2	21.4	24.5	16.6	13.8
Distributive education	81	2.5	23.5	45.7	19.8	7.4	62	24.2	30.6	24.2	11.3	8.0
Health	43	9.3	30.2	34.9	23.3	-	173	13.9	24.3	27.2	27.7	4.7

[a]Two hundred thirteen nonrespondents (2.5%).

[b]Seventy seven nonrespondents (2.6%).

TABLE A-17

MEMBERSHIP IN NATIONAL EDUCATIONAL ORGANIZATIONS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS[a]						POSTSECONDARY TEACHERS[a]					
	Number	NEA[b]	AFT	AVA	AAJC	AAUP	Number	NEA	AFT	AVA	AAJC	AAUP
TOTAL	8648	64.2	13.3	9.7	0.1	0.2	3001	32.8	6.0	19.8	11.1	14.9
Total academic	6345	65.0	12.5	1.3	0.1	0.2	1539	34.8	7.2	5.1	13.7	22.7
Science	916	60.9	13.4	1.4	-	-	327	29.4	4.9	6.1	13.1	19.6
Mathematics	901	66.3	10.4	2.3	-	0.2	236	33.9	6.8	7.6	11.4	17.8
Social studies	1153	65.4	15.5	1.4	0.2	0.1	322	29.5	10.9	5.6	14.6	26.4
English	1626	65.4	11.8	1.1	0.1	0.2	350	36.3	7.7	3.4	12.8	28.8
Foreign language	537	67.0	11.0	0.4	-	0.7	71	33.8	9.8	-	18.3	25.4
Fine arts	411	68.4	9.2	1.0	-	0.2	99	44.4	5.0	2.0	12.1	23.2
Physical education	707	62.5	13.0	0.8	-	0.3	117	51.3	4.3	6.0	20.5	12.8
Other	94	71.3	18.1	4.3	-	-	17	47.0	-	5.9	-	11.8
Total vocational	2303	61.9	15.4	32.7	0.1	0.2	1462	30.7	4.7	35.4	8.3	6.6
Engineering technology	256	53.1	15.2	47.7	-	-	399	19.0	4.8	30.3	7.0	6.0
Automotive	188	47.9	25.0	58.5	-	-	164	29.3	3.6	62.2	4.9	1.8
Trades	296	58.8	17.2	44.9	0.3	-	87	20.7	10.3	60.9	3.4	-
Graphics	98	51.0	22.4	31.6	-	1.0	58	34.5	12.1	41.4	6.9	6.9
Service trades, police	57	47.4	33.3	70.2	-	-	65	30.8	6.2	46.2	9.2	10.8
Agriculture	49	87.8	4.1	93.9	-	-	24	20.8	-	25.0	8.3	4.2
Home economics	350	73.1	7.4	33.4	-	0.3	38	44.7	2.6	34.2	10.5	5.3
Business education	885	64.1	14.6	10.1	0.1	0.2	392	40.8	4.3	23.5	9.9	9.2
Distributive education	81	66.7	21.0	53.1	-	-	62	30.6	1.6	32.2	12.9	8.1
Health	43	65.1	7.0	51.2	-	-	173	38.2	2.9	32.4	11.6	8.7

[a]Percentages do not add to 100 as a teacher may belong to more than one national educational organization or none at all.

[b]NEA refers to the National Education Association, AFT to the American Federation of Teachers, AAJC to the American Association of Junior Colleges, and AAUP to the American Association of University Professors.

TABLE A-18

MEMBERSHIP IN PROFESSIONAL AND HONORARY SOCIETIES BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS[a]				POSTSECONDARY TEACHERS[a]			
	Number	Professional Society	Education Honorary	Scholastic Honorary	Number	Professional Society	Education Honorary	Scholastic Honorary
TOTAL	8648	39.8	9.4	5.9	3001	48.5	11.2	13.7
Total academic	6345	40.8	9.1	6.5	1539	57.2	13.1	13.5
Science	916	36.0	8.5	4.9	327	63.3	10.1	14.1
Mathematics	901	43.5	9.9	5.3	236	51.3	13.1	11.9
Social studies	1153	27.8	9.8	6.2	322	51.6	16.1	17.4
English	1626	41.7	9.0	8.4	350	55.4	10.6	11.4
Foreign language	537	49.9	11.0	12.1	71	74.6	18.3	23.9
Fine arts	411	56.0	12.7	6.8	99	55.6	10.1	12.1
Physical education	707	48.5	4.8	2.1	117	62.4	18.8	5.1
Other	94	31.9	8.5	3.2	17	64.7	17.6	17.6
Total vocational	2303	37.0	10.1	4.4	1462	39.3	9.3	7.0
Engineering technology	256	28.9	12.1	2.7	399	32.3	5.5	6.3
Automotive	188	16.5	4.8	2.7	164	18.3	6.7	1.2
Trades	296	27.0	8.1	0.3	87	20.7	2.3	-
Graphics	98	41.8	10.2	5.1	58	46.6	3.4	3.4
Service trades, police	57	29.8	-	-	65	44.6	12.3	4.6
Agriculture	49	36.7	22.5	4.1	24	37.5	4.2	16.7
Home economics	350	45.1	10.0	5.7	38	52.6	7.9	13.2
Business education	885	42.9	12.2	6.7	392	44.9	17.8	10.7
Distributive education	81	42.0	4.9	4.9	62	41.9	8.1	4.8
Health	43	44.2	-	-	173	64.2	6.9	9.2

[a]Percentages do not add to one hundred as a teacher may belong to more than one professional or honorary society or none at all.

TABLE A-19

DECADE IN WHICH FIRST BEGAN TEACHING BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	1920-29[a]	1930-39	1940-49	1950-59	1960-67	Number	1920-29[c]	1930-39	1940-49	1950-59	1960-67
TOTAL	8648[b]	4.9	10.1	11.9	27.9	44.2	3001[d]	3.4	7.7	13.5	26.7	45.7
Total academic	6345	5.3	9.7	10.8	28.1	45.3	1539	3.4	9.6	13.8	32.4	40.0
Science	916	3.2	8.6	11.9	29.8	46.1	327	2.8	8.9	12.5	32.1	43.7
Mathematics	901	7.3	8.7	11.2	25.5	46.5	236	4.7	8.5	12.3	33.1	40.7
Social studies	1153	5.1	8.7	8.9	30.9	45.4	322	2.8	7.8	13.4	28.6	46.6
English	1626	6.5	12.5	10.0	21.6	48.0	350	4.3	12.6	13.1	31.7	37.7
Foreign language	537	8.8	11.0	9.5	23.5	46.2	71	1.4	14.3	19.7	26.8	38.0
Fine arts	411	4.4	9.7	16.1	33.6	36.3	99	6.1	10.1	14.1	41.4	26.3
Physical education	707	1.0	6.1	11.9	39.6	41.2	117	-	6.8	18.8	41.0	30.8
Other	94	2.1	12.8	11.7	31.9	41.5	17	5.9	17.6	17.6	23.5	29.4
Total vocational	2303	3.9	11.3	14.8	27.5	41.4	1462	2.0	5.7	13.3	26.1	51.8
Engineering technology	256	4.7	10.9	11.3	31.6	40.2	399	2.5	3.3	13.5	25.8	53.6
Automotive	188	1.6	8.5	14.9	29.8	43.6	164	0.6	4.9	13.4	25.6	53.7
Trades	296	4.7	9.5	16.2	31.8	37.2	87	1.1	3.4	19.5	17.2	57.5
Graphics	98	1.0	10.2	17.3	35.7	35.7	58	-	5.2	15.5	32.8	44.8
Service trades, police	57	-	3.5	8.8	29.8	56.1	65	-	4.6	13.8	35.4	46.2
Agriculture	49	4.1	20.4	22.4	22.4	30.6	24	8.3	25.0	8.3	4.2	54.2
Home economics	350	5.7	13.1	24.3	22.0	34.6	38	5.3	10.5	36.8	31.6	15.8
Business education	885	4.0	12.9	12.4	25.5	43.6	392	2.6	8.9	12.2	24.0	51.5
Distributive education	81	1.2	6.2	6.2	28.4	56.8	62	1.6	6.5	4.8	25.8	59.7
Health	43	4.7	2.3	7.0	30.2	55.8	173	1.2	2.9	9.2	32.9	51.5

[a]Twenty five teachers began teaching before 1920.
[b]Fifty two nonrespondents (0.6%).
[c]Four teachers began teaching before 1920.
[d]Twenty six nonrespondents (0.9%).

TABLE A-20

LOCUS OF PRINCIPAL OCCUPATION IMMEDIATELY PRIOR TO PRESENT JOB BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	Undergraduate Student	Graduate Student	Another School	Outside Education	Number	Undergraduate Student	Graduate Student	Another School	Outside Education
TOTAL	8648[a]	29.3	12.0	24.1	32.2	3001[b]	5.5	15.7	30.9	46.1
Total academic	6345	31.6	13.8	25.6	26.6	1539	5.3	24.0	41.8	27.2
Science	916	30.3	15.4	22.7	28.7	327	4.6	23.2	37.6	34.4
Mathematics	901	33.5	12.1	25.0	27.4	236	7.2	19.5	41.1	29.6
Social studies	1153	31.2	16.9	23.9	25.9	322	3.1	30.1	37.9	31.8
English	1626	30.4	12.6	26.8	27.6	350	3.7	24.3	48.0	22.5
Foreign language	537	29.6	13.0	26.6	27.5	71	4.2	33.8	46.5	15.4
Fine arts	411	28.2	13.4	31.9	23.8	99	4.0	16.2	61.6	16.1
Physical education	707	38.6	12.0	26.4	20.9	117	12.8	20.5	44.4	21.4
Other	94	25.5	14.9	23.4	35.2	17	23.5	5.9	23.5	35.3
Total vocational	2303	23.0	7.1	20.0	47.3	1462	5.8	7.0	19.3	66.2
Engineering technology	256	16.8	9.0	19.1	53.1	399	7.8	4.8	14.5	70.8
Automotive	188	8.5	3.2	11.2	76.1	164	3.0	1.2	11 6	81.7
Trades	296	22.6	5.4	18.6	51.0	87	-	-	5.7	93.0
Graphics	98	14.3	10.2	13.3	59.1	58	6.9	5.2	17.2	68.8
Service trades, police	57	-	1.8	7.0	87.8	65	1.5	6.2	10.8	78.5
Agriculture	49	34.7	12.2	28.6	24.5	24	4.2	4.2	41.7	50.0
Home economics	350	24.0	7.4	23.4	41.8	38	7.9	5.3	21.1	65.8
Business education	885	30.4	7.3	22.4	36.9	392	6.9	12.8	31.4	46.9
Distributive education	81	21.0	9.9	21.0	45.1	62	8.1	11.3	21.0	59.6
Health	43	4.7	4.7	16.3	74.5	173	4.6	8.1	16.8	70.0

[a]Two hundred thirteen nonrespondents (2.5%).

[b]Fifty one nonrespondents (1.7%).

TABLE A-21

TYPE OF SCHOOL IN WHICH STAFF MEMBER WAS EMPLOYED IMMEDIATELY PRIOR TO PRESENT JOB BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Elementary	Junior High School	High School	Junior College	Four-Year College	Number	Elementary	Junior High School	High School	Junior College	Four-Year College
TOTAL	1881[a]	6.6	19.8	66.7	1.3	5.5	881[a]	2.0	7.0	60.5	7.9	22.5
Total academic	1476	7.0	21.5	64.5	1.3	5.6	618	2.4	8.3	57.0	7.8	24.6
Science	193	5.7	19.2	65.8	2.6	6.7	120	0.8	7.5	52.5	12.5	26.7
Mathematics	201	5.5	24.4	66.1	0.5	3.5	93	-	6.5	74.2	1.1	18.3
Social studies	251	6.4	25.1	63.4	1.6	3.6	101	1.0	12.9	44.5	11.9	29.7
English	393	9.4	22.7	61.5	1.0	5.3	160	5.0	2.5	61.0	8.8	23.8
Foreign language	131	2.3	12.2	78.7	1.5	5.3	31	3.2	8.7	54.9	3.2	29.0
Fine arts	118	11.9	17.8	61.0	0.8	8.5	58	3.4	10.4	53.5	5.2	27.6
Physical education	172	5.2	20.9	64.0	1.2	8.7	51	-	19.6	60.8	3.9	15.7
Other	17	17.7	41.2	35.3	-	5.9	4	50.0	-	-	-	50.0
Total vocational	409	4.9	13.7	74.9	1.5	5.1	263	1.1	4.2	68.9	8.4	17.5
Engineering technology	41	4.9	19.5	70.8	-	4.9	57	1.8	10.5	73.8	-	14.1
Automotive	18	-	16.7	66.7	-	16.7	18	-	5.6	77.8	11.1	5.6
Trades	52	5.8	27.0	63.5	-	3.8	4	-	-	100.0	-	-
Graphics	12	16.7	-	75.0	-	8.3	9	-	11.1	66.7	-	22.2
Service trades, police	2	-	-	50.0	50.0	-	6	-	-	16.7	16.7	66.7
Agriculture	13	-	7.7	84.6	-	7.7	10	-	-	90.0	10.0	-
Home economics	73	6.9	20.6	67.2	-	5.5	8	12.5	-	62.5	-	25.0
Business education	178	4.5	5.6	83.2	2.2	4.5	111	-	2.7	71.1	11.7	14.4
Distributive education	15	-	26.6	73.4	-	-	13	-	-	53.9	7.7	38.5
Health	5	-	20.0	60.0	20.0	-	27	3.7	-	51.8	14.8	29.6

[a]Base number includes only those teachers who came to their present job directly from teaching in another school.

TABLE A-22

PRIOR OCCUPATION OF THOSE RECRUITED FROM OUTSIDE EDUCATION BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Housewife	Military	Private Business	Government Agency	Other[a]	Number	Housewife	Military	Private Business	Government Agency	Other[a]
TOTAL	2776[b]	27.3	11.9	43.7	8.5	8.7	1387[b]	8.9	8.3	62 9	9 6	10.2
Total academic	1683	32.3	15.7	33.2	9.0	9.7	430	15.1	11.6	48.8	13.5	8.6
Science	263	15.2	23.6	38.8	13.3	9.1	109	11.0	3.7	60.6	13.8	11.0
Mathematics	247	22.7	18.6	44.1	6.1	8.5	72	9.7	12.5	62.5	9.7	5.6
Social studies	298	25.5	20.8	33.2	12.8	7 7	102	12.7	14.7	40.2	23.5	8.8
English	448	51.3	4.9	27.7	6.0	10.0	79	29.1	15.2	40.5	10.1	5.1
Foreign language	148	45.3	11.5	26.4	8.8	8.1	11	18.2	9.1	54.5	9.1	9.1
Fine arts	98	26.5	14.3	40.8	7.1	11.7	16	18.8	18.8	37.5	6.3	18.8
Physical education	148	24.3	25.0	23.6	10.8	16.2	25	20.0	24.0	32.0	8.0	16.0
Other	33	39.4	12.1	33.3	3.0	12.1	6	-	-	100.0	-	-
Total vocational	1093	19.5	5.9	59.8	7.7	7.0	967	6.0	6.7	68.6	7.8	10.9
Engineering technology	136	0.7	7.4	80.1	6.6	5.1	282	-	8.9	79.8	6.7	4.6
Automotive	143	-	6.3	86.7	2.1	5.6	134	-	7.4	80.6	3.0	9.0
Trades	151	-	16.6	72.2	7.9	3.3	81	-	3.7	76.5	9.9	9.9
Graphics	58	1.7	1.7	81.0	3.4	12.1	40	-	5.0	75.0	5.0	15.0
Service trades, police	50	10.0	6.0	82.0	-	2.0	51	5.9	2.0	58.8	29.4	3.9
Agriculture	12	-	33.3	33.3	25.0	8.3	12	-	8.3	66.7	-	25.0
Home economics	146	70.5	-	17.8	6.2	5.5	25	48.0	-	24.0	-	28.0
Business education	326	30.7	3.7	46.6	13.2	5.8	184	10.3	8.7	67.4	8.7	4.9
Distributive education	39	5.1	2.6	76.9	7.7	7.7	37	2.7	2.7	89.2	5.4	-
Health	32	3.1	-	40.6	-	56.2	121	19.0	5.0	30.6	7.4	38.0

[a]The largest proportion of "other" responses are for hospitals and nonprofit community agencies.

[b]Base number includes only those teachers who did not come directly from another educational institution.

TABLE A-23

TYPE OF SCHOOL EXPECT TO WORK IN IN FIVE YEARS FOR THOSE WHO EXPECT TO BE IN EDUCATION BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number[a]	High School	Vocational Center	Junior College	Four Year College	Unknown	Number[a]	High School	Vocational Center	Junior College	Four Year College	Unknown
TOTAL	6401	75.3	8.6	7.5	6.0	2.4	2291	2.7	19.8	57.3	18.4	1.7
Total academic	4680	79.9	2.1	8.0	7.2	2.8	1254	2.1	5.3	65.2	26.3	1.1
Science	684	77.8	2.8	9.0	7 5	2.7	257	2.7	7.8	68.5	20.3	0 8
Mathematics	646	80.3	3.6	6.7	5.4	2.3	175	2.3	9.1	70.3	17.1	1.2
Social studies	875	80.7	2.0	8.6	7.0	1.5	265	1.9	4.6	57.0	35.8	0.8
English	1116	81.3	2.1	7.5	6.1	2.7	295	2.4	3.4	67.1	25.7	1.4
Foreign language	387	83.5	-	6.3	8.8	2.6	66	1.5	1.5	62.1	33.4	1.5
Fine arts	313	73.8	1.9	7.7	10.5	5.1	78	-	1.3	60.3	37.2	1.3
Physical education	580	79.8	1.4	6.2	7.9	3.6	106	1.9	4.7	74.5	18.9	-
Other	79	75.9	3.8	1.3	6.3	8.9	12	-	8.3	25.0	50.0	16.7
Total vocational	1721	62.9	26.4	6.3	2.9	1.6	1037	3.5	37.2	48.3	8.7	2.4
Engineering technology	192	35.4	47.9	10.9	3.6	2.0	245	1.6	38.0	45.3	12.2	2.8
Automotive	157	32.5	60.5	2.6	1.9	2.5	126	4.8	67.5	24.6	1.6	1 6
Trades	234	52.6	38.9	4.3	2.6	1.8	64	1.6	7[illegible].4	23.5	1.6	-
Graphics	83	44.6	40.9	4.8	8.4	1.2	52	3.8	30.8	50.0	13.4	1.9
Service trades, police	47	25.5	66.0	2.1	2.1	4.2	44	-	43.2	43.2	13.6	-
Agriculture	37	70.3	24.3	-	5.4	-	18	-	5.6	77.8	11.2	5.6
Home economics	247	85.8	8.1	2.4	2.4	1.2	32	6.3	25.0	53.1	9.4	6.2
Business education	630	79.7	7.4	9.2	2.6	1.1	290	6.6	22.1	59.0	9.7	2.8
Distributive education	65	72.3	18.4	4.6	1.5	3.0	39	2.6	23.1	64.2	7.7	2.6
Health	29	13.8	82.8	3.4	-	-	127	0.8	34.6	56.7	6.3	1.6

[a]Base number is reduced by number of teachers who do not expect to be in education in five years.

TABLE A-24

NUMBER OF INSTRUCTIONAL HOURS PER WEEK BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Base Number	Hours Per Week					Base Number	Hours Per Week				
		1-9	10-19	20-29	30-39	40-49		1-9	10-19	20-29	30-39	40-49
TOTAL	8648[a]	1.2	7.6	61.3	27.4	0.9	3001[b]	21.9	46.7	18.2	10.6	1.7
Total academic	6345	1.2	7.3	65.7	23.6	0.6	1539	20.9	62.9	13.2	2.1	0.3
Science	916	1.4	6.7	68.9	21.4	0.5	327	17.4	59.6	20.2	2.1	0.3
Mathematics	901	0.4	7.4	71.1	19.9	0.3	236	23.3	61.0	12.7	2.5	-
Social studies	1153	1.0	7.4	68.5	20.9	0.7	322	26.7	64.3	7.1	1.9	-
English	1626	1.4	6.4	67.3	21.8	0.9	350	20.9	69.4	6.3	2.6	0.3
Foreign language	537	0.9	6.9	67.0	23.5	0.2	71	15.5	74.6	8.5	-	-
Fine arts	411	2.2	8.3	54.3	33.1	0.7	99	13.1	59.6	24.2	2.0	-
Physical education	707	1.4	8.9	54.7	32.5	0.4	117	16.2	53.8	24.8	1.7	0.9
Other	94	1.1	11.7	46.8	39.4	1.1	17	47.1	29.4	11.8	5.9	-
Total vocational	2303	1.4	8.7	48.9	37.6	1.9	1462	22.8	29.7	23.5	19.4	3.4
Engineering technology	256	1.6	3.1	39.1	52.3	3.1	399	26.3	30.6	25.8	16.0	0.5
Automotive	188	1.6	7.4	16.5	68.1	4.8	164	11.6	9.1	29.9	39.6	9.1
Trades	296	0.3	6.1	36.1	54.7	2.0	87	20.7	6.9	28.7	39.1	4.6
Graphics	98	1.0	6.1	38.8	46.9	7.1	58	8.6	27.6	39.7	20.7	-
Service trades, police	57	1.8	-	31.6	56.1	7.0	65	18.5	26.2	15.4	29.2	10.6
Agriculture	49	4.1	2.0	53.1	38.8	-	24	4.2	54.2	29.2	4.2	-
Home economics	350	0.9	6.6	59.7	30.6	0.6	38	28.9	36.8	18.4	2.6	10.5
Business education	885	1.8	9.5	63.5	23.1	0.8	392	28.1	39.5	18.9	12.5	0.3
Distributive education	81	-	46.9	34.6	16.0	-	62	51.6	41.9	3.2	3.2	-
Health	43	4.7	18.6	18.6	48.8	2.3	173	12.1	28.9	24.9	21.4	9.2

[a]One hundred thirty two nonrespondents (1.5%).

[b]Twenty eight nonrespondents (0.9%).

TABLE A-25

AVERAGE CLASS SIZE FOR MAJOR SUBJECT BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Number of Students					Number	Number of Students				
		1-9	10-19	20-29	30-39	40 +		1-9	10-19	20-29	30-39	40 +
TOTAL	8648[a]	0.9	12.6	45.7	31.1	5.6	3001[b]	3.4	26.6	39.6	17.4	6.7
Total academic	6345	0.8	7.2	45.4	35.3	6.0	1539	2.6	17.9	41.6	23.1	10.6
Science	916	0.3	8.6	56.7	30.3	0.6	327	5.2	22.3	31.5	19.3	17.4
Mathematics	901	0.2	6.1	54.3	36.1	0.5	236	2.5	25.8	50.9	16.5	0.8
Social studies	1153	-	1.7	43 5	49.9	1.9	322	1.2	5.3	29.5	45.0	15.8
English	1626	0.8	5.2	50.4	37.5	0.9	350	0.6	13.4	66.0	12.0	2.6
Foreign language	537	0.4	17.9	62.2	15.5	0.2	71	4.2	52.1	35.2	4.2	-
Fine arts	411	1.2	9.2	27.5	23.6	32.5	99	6.1	26.3	30.3	14.1	17.1
Physical education	707	1.8	3.8	13.9	38.6	37.2	117	0.9	6.0	29.1	37.6	21.4
Other	94	14.9	63.8	6.4	2.1	-	17	5.9	47.1	11.8	11.8	5.9
Total vocational	2303	1.3	27.4	46.6	19.6	1.8	1462	4.2	35.6	37.6	11.5	4.0
Engineering technology	256	2.7	32.8	51.2	10.2	0.4	399	7.8	43.4	34.3	5.8	1.7
Automotive	188	1.6	46.3	45.7	1.6	0.5	164	4.3	42.7	40.2	3.0	1.2
Trades	296	-	40.5	50.0	4.4	0.3	87	3.4	43.7	39.1	4.6	-
Graphics	98	5.1	37.8	40.8	12.2	1.0	58	3.4	39.7	46.6	5.2	3.4
Service trades, police	57	1.8	22.8	59.6	12.3	-	65	3.1	26.2	44.6	13.8	4.6
Agriculture	49	-	67.3	26.5	4.1	-	24	4.2	54.2	16.7	8.3	4.2
Home economics	350	2.0	32.9	52.9	8.6	-	38	5.3	28.9	31.6	15.8	10.6
Business education	885	0.5	12.1	44.1	37.5	3.1	392	2.0	27.3	43.4	18.6	3.2
Distributive education	81	-	37.0	42.0	21.0	-	62	1.6	24.2	45.2	19.4	4.8
Health	43	4.7	9.3	30.2	20.9	14.0	173	2.3	31.2	24.3	17.9	15.0

[a]Three hundred forty nine nonrespondents (4.0%).

[b]One hundred seventy nonrespondents (5.7%).

TABLE A-26

SELECTED NONTEACHING DUTIES BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS[a]						POSTSECONDARY TEACHERS[a]					
	Number	Student Activity Sponsor	Faculty Committee	Student Supervision	Academic Counselor	Vocational Counselor	Number	Student Activity Sponsor	Faculty Committee	Student Supervision	Academic Counselor	Vocational Counselor
TOTAL	8648	43.7	22.6	54.0	1.5	2.0	3001	21.0	43.1	4.7	21.7	8.1
Total academic	6345	46.1	23.1	56.7	1.7	1.0	1539	24.9	50.1	3.6	27.3	4.2
Science	916	41.6	23.7	57.5	1.1	0.4	327	18.7	48.9	3.1	33.0	5.2
Mathematics	901	40.3	22.5	58.9	1.4	0.7	236	12.7	43.2	4.2	22.0	4.2
Social studies	1153	40.2	23.0	57.4	2.4	1.0	322	26.4	50.9	3.4	30.1	7.5
English	1626	50.3	25.0	59.9	1.6	0.6	350	30.0	54.0	3.4	23.1	2.0
Foreign language	537	66.5	22.2	60.9	2.0	0.7	71	32.4	46.5	5.6	33.8	-
Fine arts	411	57.7	24.8	44.3	1.0	1.2	99	36.4	60.0	5.1	33.3	4.0
Physical education	707	40.3	18.8	50.6	0.8	0.6	117	34.2	49.6	3.4	20.5	2.6
Other	94	18.1	18.1	36.2	12.8	20.2	17	11.8	23.5	-	5.7	-
Total vocational	2303	37.0	21.5	46.6	0.8	4.9	1462	16.8	35.8	5.9	15.8	12.2
Engineering technology	256	24.6	18.0	34.8	-	2.3	399	14.8	31.6	4.3	15.3	11.0
Automotive	188	21.8	21.3	35.6	-	10.1	164	8.5	23.8	6.7	6.1	9.8
Trades	296	26.4	14.9	39.2	0.3	4.7	87	5.7	23.0	3.4	4.6	6.9
Graphics	98	27.6	21.4	29.6	-	3.1	58	24.1	41.4	5.2	17.2	15.5
Service trades, police	57	19.3	17.5	28.1	-	14.0	65	18.5	35.4	4.6	15.4	15.4
Agriculture	49	57.1	24.5	51.0	-	22.4	24	37.5	33.3	16.7	8.3	20.8
Home economics	350	55.7	28.6	59.1	0.6	3.7	38	18.4	28.9	7.9	13.2	7.9
Business education	885	41.7	22.4	54.2	1.2	2.6	392	21.7	41.1	5.1	17.9	9.9
Distributive education	81	42.0	13.6	38.3	1.2	12.3	62	16.1	24.2	4.8	19.4	17.7
Health	43	16.3	27.9	32.6	9.3	11.6	173	17.9	55.5	11.0	27.2	20.2

[a]Percentages may add to more or less than 100 as a teacher can have more than one nonteaching duty or none at all.

TABLE A-27

WHEN AND WHY TEACHING WAS CONSIDERED AS A PROFESSION BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Decided in High School	Later Decision Influenced By: Another's Inspiration	Related Experience	Need for Second Career	By Chance	Number	Decided in High School	Later Decision Influenced By: Another's Inspiration	Related Experience	Need for Second Career	By Chance
TOTAL	8648[a]	30.6	17.9	19.8	8.7	13.1	3001[b]	14.9	14.9	22.5	11.4	20.7
Total academic	6345	32.3	16.7	20.3	8.2	12.2	1539	19.6	14.2	24.1	10.5	17.4
Science	916	19.8	15.0	23.2	9.3	17.4	327	10.4	10.4	25.7	12.2	24.2
Mathematics	901	33.1	15.9	16.1	9.1	14.8	236	19.1	14.8	23.0	8.9	18.2
Social studies	1153	31.0	14.3	25.5	10.2	10.5	322	15.5	14.6	28.0	14.0	15.2
English	1626	34.3	16.9	17.6	8.9	11.9	350	23.7	13.1	21.1	12.0	18.3
Foreign language	537	38.5	16.2	17.0	5.6	13.0	71	35.2	12.7	19.8	5.6	14.1
Fine arts	411	34.5	22.1	17.8	4.9	9.7	99	23.2	20.2	17.3	6.1	15.2
Physical education	707	39.2	21.1	22.6	4.9	6.2	117	33.3	20.5	24.6	2.6	4.3
Other	94	29.8	12.8	25.5	7.5	16.0	17	17.6	11.8	23.5	5.9	17.6
Total vocational	2303	25.9	21.1	18.6	8.6	15.3	1462	10.1	15.7	20.7	12.4	24.1
Engineering technology	256	15.6	20.3	22.3	10.2	20.7	399	4.0	16.3	23.6	14.8	23.3
Automotive	188	8.0	28.2	23.3	11.2	19.1	164	6.1	21.3	20.2	10.4	26.2
Trades	296	14.9	25.7	23.3	8.1	18.6	87	6.9	17.2	23.0	4.5	27.6
Graphics	98	17.3	20.4	19.4	9.1	24.5	58	3.4	13.8	27.6	12.0	25.9
Service trades, police	57	14.0	24.6	17.6	7.1	22.8	65	7.7	20.0	18.5	15.4	23.1
Agriculture	49	32.7	18.4	28.6	2.0	10.2	24	12.5	20.8	25.0	8.3	20.8
Home economics	350	40.0	22.0	14.7	8.6	9.1	38	31.6	7.9	42.1	7.8	26.3
Business education	885	34.0	18.8	14.3	10.0	13.6	392	19.6	13.8	17.5	14.2	20.9
Distributive education	81	13.6	19.8	33.3	18.5	6.2	62	8.1	3.2	29.0	11.3	16.1
Health	43	9.3	9.3	27.9	7.0	23.3	173	6.4	17.3	14.4	9.9	32.4

[a]Eighty six nonrespondents (1.0%).
Ninety six do not plan to make teaching a profession (1.1%).
Six hundred eighty seven gave a variety of other reasons (7.9%).

[b]Thirty nonrespondents (1.0%).
One hundred one do not plan to make teaching a profession (3.3%).
Three hundred thirty six gave a variety of other reasons (11.1%).

TABLE A-28

MAJOR ADVANTAGE OF TEACHING AS A PROFESSION BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Security	Respect	Stimulation	Flexibility	Other	Number	Security	Respect	Stimulation	Flexibility	Other
TOTAL	8648[a]	13.9	16.4	27.5	31.7	5.4	3001[b]	8.6	12.9	41.1	25.7	7.5
Total academic	6345	12.5	15.9	29.5	31.3	5.6	1539	7.4	11.3	42.8	28.0	7.0
Science	916	11.4	14.1	28.4	35.5	5.6	327	7.3	9.5	41.9	31.2	5.5
Mathematics	901	13.0	15.7	26.7	32.5	6.1	236	7.6	8.5	39.4	32.2	5.9
Social studies	1153	12.7	16.1	32.1	30.1	4.2	322	5.0	9.3	46.5	28.6	9.0
English	1626	9.5	14.6	35.4	30.4	5.7	350	8.6	11.1	46.5	23.8	6.6
Foreign language	537	11.7	13.2	32.4	32.3	4.8	71	4.2	14.1	52.1	28.2	-
Fine arts	411	11.7	15.8	29.7	28.0	8.5	99	9.1	17.2	43.5	19.2	10.1
Physical education	707	20.5	23.6	15.7	28.9	5.5	117	11.1	21.4	24.8	31.7	8.5
Other	94	13.8	10.6	22.4	37.2	7.4	17	5.9	11.8	41.1	17.7	17.6
Total vocational	2303	17.8	17.9	22.1	32.5	4.8	1462	9.8	14.5	39.4	23.3	8.0
Engineering technology	256	14.1	14.8	22.6	30.8	10.5	399	6.5	13.5	39.6	25.1	10.0
Automotive	188	19.7	20.2	22.8	29.2	4.8	164	15.9	22.0	29.2	17.7	5.5
Trades	296	22.3	20.6	18.2	26.6	5.4	87	8.0	18.4	35.6	13.8	12.3
Graphics	98	23.5	21.4	25.5	26.5	1.0	58	6.9	15.5	39.7	31.0	1.7
Service trades, police	57	17.5	14.0	26.3	28.1	8.8	65	12.3	20.0	38.5	16.9	9.2
Agriculture	49	6.1	26.5	30.6	22.5	10.2	24	16.7	25.0	37.5	8.4	8.3
Home economics	350	15.7	12.6	22.0	44.6	1.4	38	10.5	10.5	39.4	24.2	2.6
Business education	885	18.1	18.2	21.1	33.6	4.1	392	11.2	15.1	39.0	25.0	6.4
Distributive education	81	18.5	25.9	14.8	28.3	4.9	62	11.3	8.1	35.5	27.4	11.3
Health	43	9.3	16.3	51.2	14.0	4.7	173	7.5	5.8	52.6	23.7	8.7

[a]Two hundred five checked "no particular advantage" (2.4%). Two hundred forty one nonrespondents (2.8%).

[b]Forty nine checked "no particular advantage" (1.6%). Eighty nonrespondents (2.7%).

TABLE A-29

MAJOR DISADVANTAGE OF TEACHING AS A PROFESSION BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Unrealistic Community Expectation	Lack of Prepara-tion Time	Unmoti-vated Students	Poor Adminis-tration	None	Number	Unrealistic Community Expectation	Lack of Prepara-tion Time	Unmoti-vated Students	Poor Adminis-tration	None
TOTAL	8648[a]	10.3	27.6	20.2	22.2	7.8	3001[b]	6.3	27.4	14.7	19.6	19.3
Total academic	6345	10.2	28.6	18.8	22.8	7.0	1539	5.9	25.4	15.7	20.6	18.9
Science	916	9.8	29.4	18.0	25.2	5.8	327	6.7	25.7	17.7	17.4	18.7
Mathematics	901	9.6	23.1	26.8	22.5	6.1	236	7.2	17.8	18.2	17.8	23.3
Social studies	1153	11.1	29.0	17.8	24.9	4.9	322	6.2	25.5	13.7	23.3	20.8
English	1626	7.3	36.5	17.1	23.0	5.5	350	4.8	32.3	14.0	21.1	15.1
Foreign language	537	9.1	30.2	20.9	20.5	10.4	71	5.6	18.3	26.8	15.5	15.5
Fine arts	411	13.7	19.7	15.1	19.2	10.9	99	4.0	32.4	13.1	22.2	16.2
Physical education	707	15.5	20.8	16.4	20.5	10.2	117	6.0	20.5	10.3	27.3	20.5
Other	94	14.9	23.5	12.8	18.1	17.0	17	-	5.9	17.6	29.4	23.5
Total vocational	2303	10.5	24.4	24.0	20.7	10.1	1462	6.8	29.5	13.7	18.5	19.7
Engineering technology	256	9.7	22.3	25.0	20.3	11.7	399	6.3	29.9	15.5	15.6	20.5
Automotive	188	11.2	20.8	28.2	16.5	10.6	164	9.7	25.6	18.3	18.3	16.5
Trades	296	10.5	18.3	32.1	16.6	9.5	87	6.8	33.3	14.9	9.1	17.2
Graphics	98	10.2	24.4	21.4	21.4	14.3	58	8.6	25.9	8.6	24.1	17.2
Service trades, police	57	10.6	18.3	15.8	9.3	17.5	65	1.5	18.5	12.3	32.3	21.5
Agriculture	49	16.3	24.5	18.4	26.5	4.1	24	4.2	41.6	8.3	20.8	12.5
Home economics	350	10.6	34.3	19.7	17.2	9.4	38	-	50.0	10.5	10.6	18.4
Business education	885	10.0	23.7	23.5	24.3	9.4	392	9.2	25.5	15.6	20.4	19.9
Distributive education	81	14.8	11.1	28.4	23.5	12.4	62	6.4	19.5	16.1	17.9	30.6
Health	43	7.0	65.1	4.7	14.0	4.7	173	2.9	42.7	3.5	20.8	19.1

[a]Two hundred twenty three nonrespondents (2.6%).
Three hundred eighty (4.4%) checked poor physical conditions.
Four hundred twenty eight (4.9%) gave a variety of other disadvantages.

[b]Seventy nine nonrespondents (2.6%).
One hundred forty five (4.8%) checked poor physical conditions.
One hundred fifty four (5.1%) gave a variety of other disadvantages.

TABLE A-30

PLAN TO BE IN EDUCATION IN FIVE YEARS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS				POSTSECONDARY TEACHERS			
	Number	Yes	No	Undecided	Number	Yes	No	Undecided
TOTAL	8648[a]	74.0	13.9	11.1	3001[b]	76.3	12.5	10.3
Total academic	6345	73.8	13.7	11.6	1539	81.5	8.8	8.8
Science	916	74.7	11.8	12.4	327	78.6	10.4	9.8
Mathematics	901	71.7	14.2	12.9	236	74.2	14.8	9.3
Social studies	1153	75.9	12.4	10.7	322	82.3	7.1	9.3
English	1626	68.6	17.8	12.8	350	84.3	7.1	7.7
Foreign language	537	72.1	15.3	11.9	71	93.0	1.4	5.6
Fine arts	411	76.2	10.9	11.4	99	78.8	9.1	12.1
Physical education	707	82.0	9.9	7.6	117	90.6	3.4	6.0
Other	94	84.0	5.3	10.6	17	70.6	23.5	5.9
Total vocational	2303	74.8	14.4	9.8	1462	70.9	16.4	11.8
Engineering technology	256	75.0	14.1	9.8	399	61.4	21.6	15.5
Automotive	188	83.5	8.0	7.4	164	76.8	14.0	7.9
Trades	236	79.1	10.5	8.1	87	73.6	16.1	9.2
Graphics	98	84.7	9.2	5.1	58	89.7	8.6	1.7
Service trades, police	57	82.5	8.8	5.3	65	67.7	16.9	13.8
Agriculture	49	75.5	16.3	6.1	24	75.0	16.7	8.3
Home economics	350	70.9	18.6	10.0	38	84.2	10 5	5.3
Business education	885	71.2	16.8	11.3	392	74.0	15.6	10.5
Distributive education	81	80.2	8.6	9.9	62	62.9	25.8	11.3
Health	43	67.4	14.0	18.6	173	73.4	9.2	16.2

[a]Eighty three nonrespondents (1.0%).

[b]Twenty seven nonrespondents (0.9%).

TABLE A-31

SATISFACTION WITH TEACHING AS LIFE CAREER BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS				POSTSECONDARY TEACHERS			
	Number	Yes	No	Undecided	Number	Yes	No	Undecided
TOTAL	8648[a]	62.2	16.4	20.6	3001[b]	62.7	15.2	21.2
Total academic	6345	61.2	16.9	21.1	1539	65.8	13.8	19.6
Science	916	50.2	23.8	24.5	327	59.3	16.2	24.2
Mathematics	901	55.7	19.0	24.6	236	61.0	18.2	19.5
Social studies	1153	63.1	16.9	19.2	322	63.7	13.7	22.0
English	1626	64.7	14.5	20.3	350	72.3	11.4	15.4
Foreign language	537	66.1	14.9	18.2	71	67.6	14.1	16.9
Fine arts	411	61.1	15.3	22.6	99	62.6	13.1	21.2
Physical education	707	67.3	14.6	17.8	117	80.3	6.8	12.8
Other	94	61.7	10.6	25.5	17	70.6	5.9	23.5
Total vocational	2303	64.9	14.9	19.4	1462	59.5	16.6	22.9
Engineering technology	256	51.6	27.7	19.5	399	47.6	21.8	29.1
Automotive	188	63.3	12.2	22.9	164	58.5	17.1	24.4
Trades	296	54.7	26.7	17.2	87	51.7	24.1	23.0
Graphics	98	65.3	10.2	24.5	58	62.1	12.1	25.9
Service trades, police	57	71.9	7.2	17.5	65	63.1	20.0	15.4
Agriculture	49	59.2	16.3	24.5	24	70.8	8.3	20.8
Home economics	350	72.3	8.0	19.4	38	84.2	5.3	10.5
Business education	885	69.4	11.2	18.8	392	70.9	12.5	16.6
Distributive education	81	69.1	13.6	17.3	62	58.1	14.5	25.8
Health	43	58.1	23.3	18.6	173	57.2	14.5	25.4

[a]Seventy nonrespondents (0.8%).

[b]Twenty seven nonrespondents (0.9%).

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TABLE A-32

EXTENT OF AUTHORITY TO CONTROL CLASS SIZE BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONOARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	1.8	7.2	25.5	62.5	3001[b]	2.6	15.8	32.9	46.0
Total academic	6345	1.7	5.3	23.4	66.8	1539	2.9	14.6	34.3	45.8
Science	916	0.4	5.2	28.5	63.6	327	3.7	18.0	33.3	42.8
Mathematics	901	1.0	2.4	22.4	71.1	236	2.1	10.2	32.2	53.8
Social studies	1153	0.5	2.6	19.8	74.3	322	2.5	12.7	35.1	46.9
English	1626	1.2	4.8	18.2	72.7	350	2.3	8.6	31.7	55.1
Foreign Language	537	0.4	5.8	23.3	68.3	71	1.4	16.9	39.4	40.8
Fine arts	411	10.9	20.2	34.5	30.9	99	5.1	25.3	39.4	27.3
Physical education	707	2.4	5.2	29.0	60.8	117	4.3	26.5	38.5	27.4
Other	94	6.4	10.6	27.7	52.1	17	-	11.8	41.2	41.2
Total vocational	2303	2.2	12.4	31.5	50.9	1462	2.4	17.1	31.5	46.1
Engineering technology	256	2.7	17.6	31.6	44.5	399	2.5	10.8	30.6	52.6
Automotive	188	2.7	13.3	35.1	46.3	164	1.2	15.9	34.1	45.7
Trades	296	2.0	15.5	38.2	40.5	87	2.3	16.1	32.2	42.5
Graphics	98	5.1	13.3	42.9	36.7	58	1.7	25.9	36.2	31.2
Service trades, police	57	1.8	10.5	29.8	50.9	65	4.6	21.9	33.8	36.9
Agriculture	49	6.1	28.6	42.9	18.4	24	-	25.0	54.2	12.5
Home economics	350	1.7	13.7	37.1	43.4	38	15.8	21.1	34.2	23.7
Business education	885	1.2	6.3	25.2	65.0	392	2.6	18.6	30.1	47.2
Distributive education	81	8.6	33.3	21.0	35.8	62	1.6	24.2	25.8	46.8
Health	43	-	14.0	34.9	48.8	173	-	20.8	29.5	46.8

[a]Two hundred forty five nonrespondents (2.8%).

[b]Eighty nonrespondents (2.7%).

TABLE A-33

EXTENT OF CONTROL OVER COURSE PREREQUISITES BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	6.5	17.0	24.4	47.0	3001[b]	8.5	31.4	27.5	28.7
Total academic	6345	6.0	14.8	22.4	51.3	1539	9.4	31.0	26.5	29.5
Science	916	4.1	17.7	25.2	48.9	327	9.2	38.8	26.0	23.5
Mathematics	901	1.1	14.5	32.2	48.6	236	3.4	32.6	28.0	33.9
Social studies	1153	3.0	10.1	18.0	64.2	322	8.4	29.8	27.6	29.5
English	1626	3.5	11.4	20.9	58.5	350	6.0	23.4	28.9	38.6
Foreign language	537	5.4	21.2	27.0	39.3	71	16.9	29.6	26.8	22.5
Fine arts	411	31.1	26.0	17.5	19.5	99	24.2	36.4	19.2	15.2
Physical education	707	9.6	14.0	16.7	51.8	117	16.2	30.8	22.2	25.6
Other	94	14.9	23.4	18.1	35.5	17	17.6	17.6	17.6	35.3
Total vocational	2303	7.9	23.2	30.1	35.0	1462	7.5	31.7	26.5	28.0
Engineering technology	256	11.7	25.0	28.9	29.7	399	8.0	27.6	29.3	30.8
Automotive	188	8.0	30.3	31.4	24.5	164	4.9	31.1	37.3	26.2
Trades	296	14.9	25.3	26.0	29.1	87	6.9	27.6	21.8	34.5
Graphics	98	19.4	22.4	34.7	19.4	58	13.8	51.7	27.4	10.3
Service trades police	57	7.0	19.3	35.1	31.6	65	12.2	32.3	23.1	26.2
Agriculture	49	18.4	38.8	20.4	16.3	24	25.0	45.8	20.8	-
Home economics	350	7.1	24.6	30.0	33.4	38	18.4	34.2	18.4	21.1
Business education	885	3.1	19.2	31.9	43.5	392	4.8	35.2	30.9	27.3
Distributive education	81	9.9	25.9	19.8	43.2	62	6.5	30.6	30.6	22.6
Health	43	-	20.9	39.5	37.2	173	6.4	26.6	27.2	35.3

[a]Four hundred thirty nine nonrespondents (5.1%).

[b]One hundred twenty nonrespondents (4.0%).

TABLE A-34

EXTENT OF CONTROL OVER COURSE CONTENT BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	22.1	39.8	26.4	9.0	3001[b]	24.6	48.4	19.8	5.2
Total academic	6345	20.5	39.2	27.5	9.9	1539	26.6	49.0	18.4	4.5
Science	916	23.4	39.2	24.8	10.3	327	32.7	48.6	13.5	4.0
Mathematics	901	11.4	35.7	38.1	12.0	236	9.3	49.6	30.5	9.3
Social studies	1153	18.0	41.5	26.5	11.3	322	35.7	46.3	11.8	4.0
English	1626	14.1	41.5	31.3	9.9	350	14.6	54.6	27.1	2.3
Foreign language	537	20.3	37.6	27.6	11.2	71	29.6	48.7	15.5	9.9
Fine arts	411	55.7	31.4	7.8	1.9	99	53.5	41.4	2.0	2.0
Physical education	707	24.9	40.0	24.2	8.3	117	30.8	48.7	17.1	1.7
Other	94	34.0	42.6	12.8	5.3	17	17.6	58.8	5.7	6.0
Total vocational	2303	26.6	41.3	23.1	6.6	1462	22.4	48.2	21.3	6.0
Engineering technology	256	34.8	44.5	16.8	1.6	399	20.6	46.4	22.3	7.5
Automotive	188	30.3	52.1	12.8	2.1	164	18.3	53.7	20.7	5.5
Trades	296	39.9	40.5	12.5	4.1	87	24.1	48.3	19.5	2.3
Graphics	98	38.8	52.0	8.2	-	58	43.1	50.0	6.9	-
Service trades, police	57	26.3	28.1	29.8	10.5	65	27.7	44.6	15.4	10.8
Agriculture	49	49.0	38.8	6.1	2.0	24	20.8	58.3	16.7	-
Home economics	350	21.4	48.9	22.9	3.7	38	39.5	47.4	7.9	-
Business education	885	19.0	34.8	32.7	11.8	392	22.4	48.0	22.4	6.6
Distributive education	81	27.2	42.0	22.2	7.4	62	29.0	43.5	24.2	3.2
Health	43	14.0	48.8	30.2	7.0	173	15.0	49.1	27.2	6.4

[a]Two hundred thirty seven nonrespondents (2.7%).

[b]Fifty five nonrespondents (1.8%).

TABLE A-35

EXTENT OF CONTROL OVER SELECTION OF TEXT BOOKS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	14.9	28.4	33.0	19.8	3001[b]	30.4	40.0	18.2	9.1
Total academic	6345	11.5	26.9	35.0	22.4	1539	29.0	41.7	18.9	8.2
Science	916	13.4	32.5	29.7	22.2	327	42.2	34.9	14.4	6.7
Mathematics	901	3.9	30.5	39.5	23.5	236	10.2	51.3	22.5	14.8
Social studies	1153	6.0	27.1	41.8	22.5	322	31.1	45.0	15.2	5.9
English	1626	6.7	24.1	42.3	24.1	350	16.6	44.0	28.0	10.0
Foreign language	537	13.8	28.9	35.4	19.0	71	42.3	31.0	21.1	4.2
Fine arts	411	47.9	22.9	11.9	8.5	99	55.6	31.3	5.1	3.0
Physical education	707	12.3	21.8	23.9	29.3	117	30.8	41.9	18.8	5.1
Other	94	37.2	28.7	16.0	10.6	17	29.4	35.3	11.8	17.6
Total vocational	2303	24.3	32.6	27.4	12.9	1462	31.8	38.2	17.5	10.1
Engineering technology	256	39.8	34.0	18.8	4.7	399	33.6	30.8	20.3	17.3
Automotive	188	38.8	38.3	14.4	4.8	164	29.9	46.5	17.7	9.1
Trades	296	37.6	30.4	22.0	7.1	87	33.3	32.2	20.7	6.9
Graphics	98	31.6	34.7	20.4	7.1	58	58.6	34.5	6.9	-
Service trades, police	57	24.6	35.4	24.6	8.8	65	47.7	26.2	10.8	12.3
Agriculture	49	53.1	24.5	10.2	8.2	24	58.3	29.2	4.2	-
Home economics	350	20.6	38.6	28.3	8.6	38	55.3	31.6	2.6	7.9
Business education	885	10.3	30.4	36.2	21.4	392	23.0	45.2	18.6	12.5
Distributive education	81	34.6	24.7	23.5	16.0	62	37.1	37.1	12.9	11.3
Health	43	23.3	27.9	34.9	14.0	173	23.1	48.6	19.7	6.4

[a] Three hundred thirty one nonrespondents (3.8%).

[b] Sixty eight nonrespondents (2.3%).

TABLE A-36

LATITUDE IN ADOPTION OF NEW TEACHING METHODS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	30.2	36.8	24.3	5.6	3001[b]	36.1	40.8	17.3	3.2
Total academic	6345	28.6	36.7	25.4	6.3	1539	40.8	58.7	15.1	2.9
Science	916	25.4	40.7	24.7	7.0	327	41.3	41.0	13.8	1.5
Mathematics	901	23.2	40.3	27.9	5.5	236	37.7	40.3	15.7	4.2
Social studies	1153	28.5	35.8	26.8	6.1	322	45.7	37.6	12.4	1.9
English	1626	26.4	34.6	27.9	7.6	350	36.6	38.0	18.9	4.9
Foreign language	537	21.8	35.8	29.4	9.9	71	35.2	33.8	23.9	4.2
Fine arts	411	51.8	29.7	11.9	2.7	99	44.4	39.4	11.1	1.0
Physical education	707	34.7	38.0	20.8	3.8	117	42.7	38.5	12.8	0.9
Other	94	42.6	34.0	16.0	2.1	17	52.9	29.4	5.7	5.7
Total vocational	2303	34.7	37.2	21.5	3.8	1462	31.2	43.	19.6	3.5
Engineering technology	256	39.1	38.3	16.4	2.7	399	30.3	39.8	27.1	4.8
Automotive	188	33.0	41.5	17.6	3.2	164	20.7	49.4	23.8	3.0
Trades	296	40.5	36.8	16.6	1.7	87	28.7	44.8	18.4	2.3
Graphics	98	38.8	44.9	14.3	1.0	58	50.0	41.4	8.6	-
Service trades, police	57	29.8	19.3	40.4	7.0	65	33.8	35.4	20.0	6.2
Agriculture	49	55.1	34.7	2.0	4.1	24	45.8	33.3	8.3	-
Home economics	350	38.3	38.0	18.0	2.3	38	50.0	31.6	10.5	-
Business education	885	28.9	35.9	27.8	5.4	392	31.4	43.4	19.6	4.1
Distributive education	81	40.7	39.5	12.3	6.2	62	45.2	38.7	14.5	1.6
Health	43	25.6	37.2	34.9	2.3	173	25.4	51.4	19.1	2.3

[a]Two hundred sixty nonrespondents (3.0%).

[b]Eighty nonrespondents (2.7%).

TABLE A-37

LATITUDE IN SELECTION OF AUDIOVISUAL MATERIALS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	38.7	28.8	22.8	6.2	3001[b]	52.2	27.5	12.3	4.5
Total academic	6345	35.9	29.1	24.9	6.7	1539	54.7	25.1	11.9	4.4
Science	916	39.4	31.8	20.1	6.1	327	64.5	19.9	9.8	3.7
Mathematics	901	32.0	28.4	28.9	7.1	236	41.1	28.0	17.4	8.9
Social studies	1153	36.9	29.5	24.5	6.0	322	59.9	26.7	6.5	2.8
English	1626	27.9	29.0	31.6	8.1	350	49.1	25.4	16.0	5.7
Foreign language	537	26.6	31.5	31.7	7.8	71	52.1	22.5	16.9	7.0
Fine arts	411	59.6	21.7	10.0	4.1	99	61.6	26.3	4.0	1.0
Physical education	707	44.6	29.3	17.3	5.4	117	53.0	29.9	12.8	-
Other	94	53.2	25.5	9.6	7.4	17	52.9	23.5	17.6	-
Total vocational	2303	46.5	28.1	17.0	4.8	1462	49.6	29.9	12.7	4.6
Engineering technology	256	57.0	25.0	10.5	2.7	399	45.4	30.6	13.3	6.5
Automotive	188	54.3	26.1	10.6	4.3	164	47.0	32.3	19.6	3.7
Trades	296	54.7	26.7	9.8	4.4	87	50.6	28.7	10.3	5.7
Graphics	98	58.2	27.6	9.2	2.0	58	75.9	17.2	3.4	-
Service trades, police	57	38.6	22.8	19.3	8.8	65	50.8	20.0	20.0	6.2
Agriculture	49	65.3	26.5	4.1	-	24	70.8	16.7	4.2	-
Home economics	350	50.3	33.1	10.9	2.0	38	63.2	18.4	7.9	-
Business education	885	35.4	29.0	26.2	6.8	392	46.7	32.9	13.5	5.1
Distributive education	81	51.9	19.8	19.8	6.2	62	61.3	21.0	14.5	1.6
Health	43	44.2	30.2	16.3	7.0	173	48.6	35.3	11.0	2.9

[a]Two hundred ninety five nonrespondents (3.4%).

[b]One hundred five nonrespondents (3.5%).

TABLE A-38

EXTENT OF CONTROL OVER RECRUITMENT OF STUDENTS FOR COURSE BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	3.4	10.0	26.4	56.4	3001[b]	3.1	13.9	31.1	48.6
Total academic	6345	3.0	8.4	22.6	62.0	1539	4.1	11.6	28.2	52.8
Science	916	1.4	9.0	26.1	60.8	327	2.1	14.4	29.4	50.8
Mathematics	901	0.6	7.9	29.3	58.5	236	1.7	8.1	24.2	64.0
Social studies	1153	0.7	4.2	15.7	75.8	322	3.1	10.6	30.1	53.4
English	1626	2.3	6.8	18.8	68.1	350	3.4	8.3	26.3	59.1
Foreign language	537	1.5	9.1	36.7	48.2	71	4.2	8.5	35.2	49.3
Fine arts	411	21.4	28.0	27.3	19.0	99	13.1	23.2	31.3	25.3
Physical education	707	3.7	7.1	16.3	67.9	117	11.1	16.2	23.9	42.7
Other	94	3.2	9.6	22.3	55.3	17	-	5.7	47.1	41.2
Total vocational	2303	4.4	14.5	36.8	40.9	1462	2.1	16.3	34.2	44.3
Engineering technology	256	3.5	12.9	41.4	37.9	399	1.0	13.0	31.6	50.6
Automotive	188	4.8	13.3	34.6	43.1	164	1.2	11.6	37.8	44.5
Trades	296	3.7	15.9	33.4	42.6	87	1.1	13.8	31.0	49.4
Graphics	98	4.1	19.4	40.8	32.7	58	8.6	27.6	37.9	25.9
Service trades, police	57	5.3	8.8	36.8	40.4	65	6.2	24.6	35.4	29.2
Agriculture	49	16.3	30.6	40.8	8.2	24	4.2	37.5	29.2	20.8
Home economics	350	2.3	19.7	46.0	27.4	38	7.9	18.4	31.6	28.9
Business education	885	2.9	10.7	33.7	50.7	392	1.3	11.5	32.4	53.1
Oistributive education	81	28.4	27.2	21.0	22.2	62	4.8	30.6	32.3	32.3
Health	43	2.3	11.6	46.5	37.2	173	1.2	24.9	42.8	29.5

[a]Three hundred twenty nine nonrespondents (3.8%).

[b]Ninety nine nonrespondents (3.3%).

TABLE A-39

EXTENT OF AUTHORITY TO REJECT UNQUALIFIED STUDENTS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	4.5	13.8	36.7	41.6	3001[b]	9.5	24.4	31.8	30.9
Total academic	6345	3.8	12.9	35.5	44.3	1539	11.2	21.5	30.5	33.2
Science	916	2.4	12.2	38.1	44.5	327	12.5	23.5	30.0	30.6
Mathematics	901	1.2	14.3	43.4	37.5	236	7.2	28.0	34.8	28.0
Social studies	1153	1.5	8.5	31.2	56.0	322	10.2	14.3	29.2	41.3
English	1626	2.8	11.8	33.6	48.0	350	7.4	16.9	32.9	39.1
Foreign language	537	2.4	17.5	45.3	32.0	71	19.7	33.8	29.6	16.7
Fine arts	411	23.1	22.1	32.4	19.2	99	27.3	19.2	30.3	20.2
Physical education	707	5.2	10.2	29.0	51.1	117	10.3	30.8	20.5	34.2
Other	94	4.3	31.9	27.7	30.9	17	11.8	23.5	41.2	17.6
Total vocational	2303	6.3	16.3	40.0	34.0	1462	7.8	27.4	33.1	28.5
Engineering technology	256	7.4	18.0	41.0	30.1	399	6.8	29.8	30.8	28.8
Automotive	188	5.9	20.2	37.2	33.5	164	6.7	28.0	35.4	26.2
Trades	296	6.8	16.9	38.5	33.1	87	6.9	27.6	33.3	25.3
Graphics	98	6.1	20.4	46.9	21.4	58	20.7	37.9	29.3	10.3
Service trades, police	57	10.5	15.8	35.1	33.3	65	9.2	35.4	27.7	23.1
Agriculture	49	18.4	30.6	34.7	12.2	24	12.5	29.2	33.3	16.7
Home economics	350	4.3	13.1	36.3	41.1	38	10.5	23.7	26.3	28.9
Business education	885	3.6	13.8	42.6	37.9	392	7.9	20.4	33.4	36.7
Distributive education	81	32.1	27.2	23.5	16.0	62	14.5	24.2	32.3	29.0
Health	43	4.7	16.3	60.5	14.0	173	2.9	32.4	40.5	22.5

[a]Two hundred ninety five nonrespondents (3.4%).

[b]One hundred one nonrespondents (3.4%).

TABLE A-40

EXTENT OF AUTHORITY TO DISMISS STUDENTS WHO ARE DISCIPLINARY PROBLEMS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	6.1	24.2	44.4	22.2	3001[b]	22.3	37.0	26.5	9.4
Total academic	6345	6.2	23.8	44.0	22.9	1539	29.0	34.9	22.2	8.6
Science	916	4.1	22.5	45.6	25.4	327	32.1	34.6	22.3	7.0
Mathematics	901	4.6	21.6	48.4	22.1	236	28.4	38.6	19.9	8.5
Social studies	1153	5.6	20.1	44.8	26.6	322	28.0	34.5	23.0	9.6
English	1626	5.8	23.2	45.0	22.6	350	28.9	37.0	23.1	9.7
Foreign language	537	5.0	25.1	38.9	27.0	71	14.1	52.1	22.5	5.6
Fine arts	411	16.1	32.4	35.5	12.7	99	27.3	34.3	24.2	7.1
Physical education	707	7.8	28.1	42.9	18.4	117	37.6	27.4	19.7	9.4
Other	94	8.5	37.2	33.0	18.1	17	11.8	41.2	23.5	11.8
Total vocational	2303	5.7	25.2	45.5	20.5	1462	15.3	39.3	30.9	10.3
Engineering technology	256	5.1	24.6	48.8	18.8	399	16.0	39.6	29.8	10.3
Automotive	188	4.8	26.6	43.1	22.3	164	14.6	41.5	30.5	11.0
Trades	296	6.1	26.0	44.6	19.9	87	8.0	50.6	33.3	2.3
Graphics	98	6.1	26.5	45.9	18.4	58	20.7	46.6	25.9	5.2
Service trades, police	57	3.5	26.3	31.6	31.6	65	13.8	30.8	35.4	13.8
Agriculture	49	12.2	38.8	38.8	4.1	24	29.2	25.0	29.2	4.2
Home economics	350	6.9	21.4	45.4	21.1	38	15.8	36.8	21.1	13.2
Business education	885	5.0	22.8	47.8	22.4	392	18.1	35.7	31.1	12.0
Distributive education	81	9.9	44.4	30.9	12.3	62	22.6	45.2	24.2	4.8
Health	43	2.3	41.9	46.5	7.0	173	5.2	39.9	37.0	12.1

[a] Two hundred seventy nonrespondents (3.1%).

[b] One hundred forty five nonrespondents (4.8%).

TABLE A-41

EXTENT OF AUTHORITY TO FAIL STUDENTS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	65.8	22.1	7.6	1.6	3001[b]	73.7	17.1	5.5	1.4
Total academic	6345	65.2	22.7	7.6	1.7	1539	84.2	10.6	2.3	0.7
Science	916	66.4	22.2	7.6	1.4	327	83.5	11.9	2.4	0.3
Mathematics	901	67.7	22.0	6.0	1.2	236	86.0	8.5	2.1	1.3
Social studies	1153	64.0	24.2	8.0	1.1	322	86.0	8.4	2.2	0.6
English	1626	61.5	23.6	9.3	2.4	350	84.6	11.7	2.0	0.6
Foreign language	537	66.1	22.0	7.8	1.7	71	77.5	15.5	2.8	1.4
Fine arts	411	68.4	20.9	5.1	2.4	99	83.8	11.1	1.0	2.0
Physical education	707	70.4	20.2	6.1	1.3	117	83.8	11.1	1.7	-
Other	94	47.9	31.9	9.6	4.3	17	64.7	11.8	17.6	-
Total vocational	2303	67.6	20.5	7.8	1.4	1462	62.7	23.8	8.9	2.2
Engineering technology	256	69.9	18.8	6.6	2.0	399	67.2	22.8	6.3	1.5
Automotive	188	69.7	18.6	5.9	2.7	164	55.5	28.0	11.0	3.0
Trades	296	68.2	19.6	7.4	1.4	87	51.7	33.3	6.9	2.3
Graphics	98	71.4	23.5	4.1	-	58	70.7	25.9	3.4	-
Service trades, police	57	49.1	35.1	5.3	3.5	65	55.4	15.4	20.0	6.2
Agriculture	49	71.4	16.3	6.1	-	24	79.2	4.2	4.2	4.2
Home economics	350	63.7	18.9	12.9	0.9	38	63.2	21.1	2.6	-
Business education	885	69.5	20.9	6.7	1.0	392	76.3	15.6	6.1	1.0
Distributive education	81	71.6	21.0	4.9	-	62	25.4	46.2	20.8	5.8
Health	43	34.9	25.6	25.6	9.3	173	80.6	11.3	6.5	-

[a]Two hundred forty four nonrespondents (2.8%).

[b]Sixty eight nonrespondents (2.3%).

TABLE A-42

INFLUENCE ON COLLEGE PLACEMENT RECOMMENDATIONS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	3.8	13.7	42.9	32.7	3001[b]	7.8	18.3	33.2	27.2
Total academic	6345	3.9	13.5	43.7	32.5	1539	10.6	17.9	36.7	25.4
Science	916	2.6	14.5	46.1	31.4	327	12.8	21.7	34.6	22.6
Mathematics	901	2.4	9.8	48.5	33.7	236	5.5	14.8	42.8	28.0
Social studies	1153	3.8	12.7	43.9	34.3	322	12.7	14.9	38.8	23.6
English	1626	3.8	13.7	42.7	33.1	350	8.6	15.4	35.4	29.1
Foreign language	537	3.7	14.2	46.7	29.6	71	11.3	23.9	32.4	28.2
Fine arts	411	12.2	22.4	39.4	19.2	99	14.1	26.3	31.3	18.2
Physical education	707	2.7	12.6	41.6	35.6	117	11.1	17.1	35.9	25.6
Other	94	5.3	9.6	7.4	50.0	17	11.8	23.5	29.4	29.4
Total vocational	2303	3.5	14.2	40.9	33.4	1462	4.9	18.8	29.5	35.3
Engineering technology	256	3.1	18.8	39.5	32.4	399	5.5	18.5	32.6	35.1
Automotive	188	5.9	16.5	33.0	27.1	164	5.5	14.0	25.0	40.2
Trades	296	4.1	15.2	35.5	34.1	87	2.3	10.3	21.8	48.3
Graphics	98	5.1	29.6	38.8	17.3	58	13.8	34.5	20.7	24.1
Service trades, police	57	3.5	15.8	24.6	36.8	65	4.6	23.1	27.7	35.4
Agriculture	49	6.1	32.7	49.0	4.1	24	4.2	54.2	25.0	4.2
Home economics	350	2.6	8.3	44.6	36.6	38	2.6	21.1	18.4	26.3
Business education	885	2.8	11.3	44.3	36.9	392	4.3	19.1	32.4	35.2
Distributive education	81	6.2	19.8	45.7	24.7	62	8.1	25.8	30.6	25.8
Health	43	2.3	7.0	27.9	44.2	173	1.7	12.7	30.6	28.2

[a]Five hundred ninety two nonrespondents (6.8%).

[b]Three hundred fourteen nonrespondents (10.5%).

TABLE A-43

INFLUENCE ON JOB PLACEMENT RECOMMENDATIONS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	My Decision	Considerable Influence	Some Influence	No Influence	Number	My Decision	Considerable Influence	Some Influence	No Influence
TOTAL	8648[a]	6.9	16.0	38.4	33.0	3001[b]	12.0	28.9	34.3	19.8
Total academic	6345	4.0	10.4	39.7	39.7	1539	11.9	18.7	37.4	25.5
Science	916	3.5	10.7	40.4	40.7	327	17.1	22.3	38.2	18.0
Mathematics	901	2.1	8.1	42.0	42.0	236	5.9	17.8	42.4	27.5
Social studies	1153	3.6	8.7	39.5	42.8	322	14.0	17.1	37.3	24.5
English	1626	3.7	9.3	40.5	39.9	350	8.9	14.0	38.9	30.3
Foreign language	537	2.6	9.5	39.1	41.7	71	11.3	15.5	28.2	39.4
Fine arts	411	11.7	19.5	37.2	23.1	99	16.2	24.2	32.3	21.2
Physical education	707	2.8	11.5	37.8	40.9	117	11.1	24.8	29.9	26.5
Other	94	20.2	30.9	27.7	14.9	17	5.7	29.4	41.2	17.6
Total vocational	2303	14.9	31.3	35.1	14.5	1462	12.1	39.5	31.0	13.9
Engineering technology	256	14.8	37.9	32.4	10.5	399	8.8	36.8	34.3	17.0
Automotive	188	32.4	38.8	18.1	7.4	164	14.6	53.0	21.3	8.5
Trades	296	15.9	38.2	27.0	14.5	87	16.1	35.6	31.0	12.6
Graphics	98	20.4	43.9	23.5	8.2	58	19.0	53.4	22.4	5.2
Service trades, police	57	29.8	31.6	19.3	12.3	65	16.9	47.7	20.0	10.8
Agriculture	49	20.4	55.1	16.3	-	24	12.5	54.2	20.8	4.2
Home economics	350	6.9	14.0	45.4	26.6	38	13.2	42.1	21.1	10.5
Business education	885	9.5	29.5	43.8	14.6	392	11.7	35.7	35.5	15.1
Distributive education	81	46.9	30.9	9.9	9.9	62	17.7	45.2	22.6	11.3
Health	43	11.6	32.6	32.6	14.0	173	9.8	31.2	35.8	16.8

[a]Four hundred ninety nonrespondents (5.7%).

[b]One hundred fifty one nonrespondents (5.0%).

TABLE A-44

RATING OF SCHOOL'S VOCATIONAL COUNSELING BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	21.7	35.2	28.8	2.7	11.4	3001	30.2	31.7	18.1	1.1	18 9
Total academic	6345	22.5	36.7	26.2	2.1	12.5	1539	27.3	31.9	18.1	1.2	21.4
Science	916	20.1	35.3	29.8	2.8	12.1	327	26.0	32.7	22.1	1.2	18.1
Mathematics	901	21.2	36.0	27.2	2.3	13.3	236	21.2	33.5	19.9	0.4	25.0
Social studies	1153	21.6	36.7	28.6	2.3	10.8	322	30.7	28.0	20.8	0.9	19 6
English	1626	23.2	36.0	26.5	1.9	12.4	350	28.0	30.3	15.4	2.0	24.3
Foreign language	537	24.4	38.5	18.8	0.7	17.5	71	24.0	29.6	9.8	1.4	35.2
Fine arts	411	26.5	36.3	20.7	1.7	14.8	99	26.3	31.3	15.2	2.0	25.2
Physical education	707	23.0	39.6	24.9	2.3	10.1	117	35.9	42.7	11.9	0.9	8.5
Other	94	24.4	37.2	26.6	1.1	10.7	17	23.5	41.2	11.4	-	23.6
Total vocational	2303	19.8	31.5	35.7	4.5	8.6	1462	33.1	31.5	18.2	1.0	16.0
Engineering technology	256	14.8	27.0	41.8	5.5	10.9	399	26.8	30.6	22.0	1.5	19.0
Automotive	188	21.2	26.1	44.2	3.7	4.8	164	35.4	34.8	15.9	0.6	13.4
Trades	296	13 [illegible]	24.3	45.3	9.1	7.8	87	41.3	29.9	13.7	1.1	13.7
Graphics	98	25.5	26.5	31.6	3.1	13.2	58	43.1	32.8	12.1	-	12.0
Service trades, police	57	23.3	40.4	12.3	7.0	7.0	65	35.4	35.4	15.4	3.1	10.8
Agriculture	49	20.4	18.4	47.0	10.2	4.0	24	62.5	12.5	16.7	4.2	4.2
Home economics	350	21.4	37.4	29.7	1.7	9.7	38	44.7	26.3	13.1	-	15.8
Business education	885	20.0	34.8	43.5	3.5	7.3	392	30.9	31.6	19.9	0.8	16.9
Distributive education	81	22.2	25.9	38.3	7.4	6.2	62	30.6	21.0	24.2	-	24.2
Health	43	30.3	39.5	9.4	2.3	18.6	173	37.0	37.0	12.7	-	13.2

TABLE A-45

RATING OF SCHOOL'S VOCATIONAL PLACEMENT BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	22.7	33.0	23.2	4.1	17.0	3001	36.6	26.5	14.6	1.8	22.6
Total academic	6345	20.8	34.2	21.8	3.9	19.1	1539	29.0	27.5	12.6	2.5	28.5
Science	916	17.6	33.6	26.3	5.0	17.5	327	33.6	24.8	13.2	2.1	26.3
Mathematics	901	18.9	33.6	23.0	4.3	20.1	236	30.9	30.1	12.3	1.3	25.4
Social studies	1153	20.3	35.0	24.1	4.2	16.4	322	27.3	26.7	17.1	2.7	25.2
English	1626	23.3	32.7	20.4	3.4	20.2	350	25.4	28.3	9.7	2.3	34.3
Foreign language	537	20.4	33.5	16.6	1.9	27.6	71	19.7	22.5	7.0	2.8	57.9
Fine arts	411	20.0	36.5	18.8	3.6	21.2	99	25.2	25.3	14.2	3.0	32.3
Physical education	707	23.9	36.5	20.1	4.2	15.3	117	34.2	36.8	9.4	1.7	18.0
Other	94	19.1	39.4	21.3	5.3	14.8	17	41.0	17.6	17.6	5.7	17.5
Total vocational	2303	27.7	29.7	26.8	4.6	11.2	1462	44.6	25.5	12.6	1.1	16.2
Engineering technology	256	28.5	25.4	30.1	3.9	12.2	399	47.3	24.6	10.8	0.8	16.5
Automotive	188	40.4	27.7	25.0	2.7	4.3	164	52.5	21.3	12.1	0.6	13.4
Trades	296	24.0	18.9	39.5	8.8	8.8	87	56.3	20.7	8.0	1.1	13.7
Graphics	98	40.8	25.5	15.3	2.0	16.3	58	48.3	22.4	15.5	-	13.7
Service trades, police	57	57.9	22.8	3.5	3.5	12.3	65	44.6	27.7	16.9	1.5	9.2
Agriculture	49	16.3	24.5	44.9	6.1	8.2	24	58.3	16.7	16.7	-	8.3
Home economics	350	22.9	31.4	24.9	4.3	16.5	39	44.7	21.1	15.8	2.6	15.8
Business education	885	23.9	35.3	25.4	4.7	10.6	392	36.5	28.8	17.4	0.8	16.6
Distributive education	81	34.5	34.6	24.7	1.2	4.9	62	37.1	21.0	17.7	1.6	22.5
Health	43	41.9	25.6	14.0	-	18.6	173	42.8	30.6	2.9	2.9	20.8

TABLE A-46

RATING OF BREADTH OF VOCATIONAL COURSES BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	28.1	28.7	28.7	2.1	12.4	3001	47.7	22.3	10.9	1.5	17.6
Total academic	6345	23.8	29.2	30.9	1.8	14.3	1539	39.5	23.0	13.7	2.7	21.1
Science	916	23.0	28.4	35.5	2.2	10.8	327	38.2	26.3	14.1	2.4	19.0
Mathematics	901	23.9	28.7	31.2	2.4	13.8	236	39.9	26.7	14.0	1.3	18.2
Social studies	1153	23.5	31.5	32.2	1.3	11.4	322	39.8	19.6	16.1	3.4	21.1
English	1626	24.5	28.2	29.3	1.7	16.4	350	36.0	22.9	13.7	3.1	24.3
Foreign language	537	21.0	28.9	23.1	2.8	24.2	71	33.8	21.1	4.2	4.2	36.6
Fine arts	411	26.1	29.7	28.7	1.7	13.9	99	40.4	19.2	16.1	1.0	23.2
Physical education	707	24.2	30.3	32.5	1.1	11.8	117	61.5	22.2	8.6	3.4	10.2
Other	94	23.4	24.5	36.2	3.2	12.8	17	29.2	11.8	17.6	5.7	35.3
Total vocational	2303	39.9	27.4	22.5	2.7	7.4	1462	56.1	21.9	7.8	0.2	13.9
Engineering	256	44.6	20.7	23.4	3.5	7.8	399	49.1	26.8	7.3	0.8	16.1
Automotive	188	54.8	22.3	18.6	0.5	3.8	164	54.3	24.4	7.9	-	13.4
Trades	296	33.1	22.3	26.7	11.1	6.8	87	63.2	18.4	5.7	-	12.6
Graphics	98	53.1	17.3	14.3	5.1	10.2	58	67.3	10.3	12.0	-	10.3
Service trades, police	57	57.9	17.3	8.8	-	15.8	65	58.5	21.5	10.8	-	9.2
Agriculture	49	28.6	26.5	40.8	-	4.1	24	45.8	33.3	8.4	-	12.5
Home economics	350	30.8	29.7	27.4	2.3	9.7	38	50.0	15.8	23.7	-	10.6
Business education	885	38.6	33.2	20.9	0.5	6.9	392	60.0	19.6	6.4	-	14.1
Distributive education	81	40.8	27.2	27.1	2.5	2.4	62	48.4	22.6	11.3	-	17.7
Health	43	55.9	25.6	4.7	-	14.0	173	63.0	18.5	6.4	-	12.1

TABLE A-47

RATING OF VOCATIONAL COURSES FOR JOB MARKET BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	23.6	31.3	23.5	3.1	18.4	3001	51.5	21.7	6.8	1.4	18.6
Total academic	6345	18.7	31.2	25.3	3.2	21.7	1539	43.9	21.0	8.4	2.5	24.2
Science	916	14.6	32.9	28.4	3.7	20.5	327	47.1	22.9	8.0	1.5	20.5
Mathematics	901	19.1	31.3	25.2	2.9	21.5	236	46.1	22.5	8.5	3.0	19.9
Social studies	1153	18.6	31.7	27.8	3.6	18.3	322	41.3	20.8	9.6	2.5	25.8
English	1626	19.8	30.3	24.3	2.6	23.0	350	38.8	20.9	8.0	2.6	29.7
Foreign language	537	15.6	30.7	17.5	2.8	33.4	71	38.0	16.9	4.2	1.2	36.6
Fine arts	411	22.2	33.1	20.7	2.9	21.2	99	41.5	14.1	15.2	1.0	28.3
Physical education	707	21.0	31.3	26.2	3.0	18.7	117	58.1	22.2	4.3	3.4	11.9
Other	94	19.1	20.2	37.2	7.4	16.0	17	47.1	11.8	11.8	5.7	23 6
Total vocational	2303	37.3	31.5	19.0	2.9	9.5	1462	59.5	22.4	5.0	0.3	12.7
Engineering technology	256	38.7	26.2	19.5	4.7	11.0	399	57.1	22.6	5.3	1.0	14.0
Automotive	188	43.2	28.7	13.3	2.1	2.7	164	58.0	25.6	5.5	-	11.0
Trades	296	29.1	29.4	22.6	8.4	10.5	87	64.4	21.8	2.3	-	11.5
Graphics	98	44.8	24.5	13.2	4.1	13.3	58	63.8	12.1	12.0	-	12.0
Service trades, police	57	63.2	15.8	7.0	-	14.0	65	63.1	20.0	7.7	-	9.3
Agriculture	49	24.5	46.9	26.5	-	2.0	24	79.2	20.8	-	-	-
Home economics	350	24.0	32.3	26.0	4.0	13.7	38	50.0	34.2	5.2	-	10.5
Business education	885	37.9	35.1	17.8	0.8	8.2	392	55.6	25.0	5.1	0.3	14.1
Distributive education	81	46.9	33.3	16.1	-	3.7	62	61.2	17.7	6.4	-	14.5
Health	43	51.1	23.3	7.0	-	18.6	173	68.7	17.3	2.3	-	11.6

TABLE A-48

RATING OF VOCATIONAL COURSES FOR FURTHER VOCATIONAL TRAINING BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	26.1	33.7	18.3	2.2	19.6	3001	45.9	23.2	8.8	2.0	23.5
Total academic	6345	20.8	33.9	19.8	2.2	23.3	1539	37.4	22.9	6.0	3.0	30.6
Science	916	18.7	35.0	22.5	2.4	21.4	327	40.0	23.2	7.7	2.1	26.9
Mathematics	901	20.8	35.7	18.6	2.1	22.8	236	37.8	28.0	5.5	3.8	25.0
Social studies	1153	19.8	35.0	21.7	2.4	21.7	322	37.6	21.4	6.9	3.4	31.4
English	1626	21.5	33.1	18.2	1.9	25.2	350	31.5	21.1	5.2	4.2	38.9
Foreign language	537	17.7	30.0	16.0	2.0	34.3	71	35.2	19.7	-	2.8	40.8
Fine arts	411	23.8	33.1	17.5	2.4	23.1	99	36.4	19.2	7.1	1.0	36.3
Physical education	707	23.6	35.1	21.1	2.4	17.8	117	50.5	27.4	4.3	3.4	14.5
Other	94	21.3	21.3	33.0	4.3	20.2	17	35.2	11.8	17.6	5.7	29.4
Total vocational	2303	41.2	33.3	13.8	2.3	9.5	1462	54.7	23.4	4.8	1.0	16.2
Engineering technology	256	42.6	27.0	17.9	3.5	9.0	399	52.4	25.3	4.1	1.8	16.6
Automotive	188	56.9	26.1	11.2	2.1	3.7	164	55.5	26.2	5.5	0.6	12.2
Trades	296	35.1	32.4	15.9	7.8	8.8	87	64.4	23.0	2.2	-	10.3
Graphics	98	51.0	25.5	5.1	4.1	14.3	58	62.0	13.8	6.9	-	17.2
Service trades, police	57	50.9	22.8	12.3	-	14.0	65	63.0	26.2	3.1	-	7.7
Agriculture	49	30.6	42.9	24.5	-	2.0	24	79.2	8.3	-	4.2	8.4
Home economics	350	28.9	36.6	18.0	2.0	14.6	38	52.7	23.7	7.9	-	15.8
Business education	885	41.8	37.2	12.1	0.3	8.6	392	54.6	23.7	4.6	0.8	16.4
Distributive education	81	49.4	33.3	11.1	2.5	3.7	62	43.6	22.6	8.0	-	25.8
Health	43	53.5	20.9	7.0	-	18.6	173	49.7	20.2	5.7	1.7	22.5

TABLE A-49

RATING OF BOARO OF EOUCATION SUPPORT FOR INNOVATIONS IN VOCATIONAL PROGRAMS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONOARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	24.2	31.5	18.6	2.6	23.0	3001	38.2	22.2	8.4	2.8	28.4
Total academic	6345	22.2	31.1	18.1	2.7	25.8	1539	37.6	19.1	8.0	3.5	31.7
Science	916	22.6	30.6	20.0	2.9	24.0	327	36.7	20.8	7.6	3.1	31.8
Mathematics	901	20.3	35.0	14.8	3.2	26.7	236	35.6	22.5	8.5	3.0	30.5
Social studies	1153	20.9	32.6	21.1	2.6	22.7	322	39.8	18.6	10.5	3.7	27.3
English	1626	22.4	28.3	18.1	2.9	28.3	350	35.4	16.0	7.4	3.4	37.7
Foreign language	537	21.6	29.4	13.0	1.9	34.0	71	31.0	15.5	-	7.0	46.4
Fine arts	411	25.5	27.7	20.2	2.4	24.1	99	44.5	19.2	6.0	2.0	28.3
Physical education	707	24.1	33.9	17.5	2.3	22.2	117	45.3	19.7	10.3	3.4	21.4
Other	94	22.3	31.9	20.2	2.1	23.4	17	23.6	23.6	17.5	23.5	11.8
Total vocational	2303	29.8	32.8	20.0	2.4	15.0	1462	38.8	25.4	8.8	2.1	25.0
Engineering technology	256	33.6	24.6	24.6	3.1	14.1	399	29.3	29.6	8.5	3.5	29.1
Automotive	188	31.9	29.3	26.1	3.2	9.5	164	31.7	28.7	14.7	1.8	23.1
Trades	296	20.2	33.4	27.7	5.1	13.5	87	31.0	33.3	9.2	3.4	23.0
Graphics	98	32.6	28.6	20.4	4.1	14.3	58	46.6	22.4	10.3	1.7	18.9
Service trades, police	57	36.9	22.8	14.1	1.8	24.6	65	44.6	21.5	12.3	1.5	20.0
Agriculture	49	30.6	34.7	26.5	4.1	4.0	24	41.6	16.7	8.3	4.2	19.2
Home economics	350	29.7	30.6	17.4	1.4	20.8	38	50.0	34.2	5.3	-	10.6
Business education	885	30.1	36.9	16.7	1.4	14.9	392	41.8	23.0	8.5	1.0	25.8
Distributive education	81	34.5	42.0	14.8	2.5	6.2	62	46.8	19.4	6.5	1.6	25.9
Health	43	37.2	30.2	9.4	-	23.3	173	53.2	17.9	4.6	1.2	23.1

TABLE A-50

RATING OF SCHOOL'S ACAOEMIC COUNSELING BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONOARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	33.7	38.8	18.8	0.7	8.0	3001	29.4	36.5	16.9	1.5	15.8
Total academic	6345	33.6	38.8	19.9	0.6	7.1	1539	31.3	36.8	19.4	0.6	12.0
Science	916	31.8	38.1	23.6	0.9	5.7	327	31.2	39.4	19.3	0.6	9.5
Mathematics	901	31.6	39.3	21.0	0.6	7.6	236	32.1	43.6	17.4	1.7	13.1
Social studies	1153	31.8	40.1	20.9	0.9	6.4	322	29.2	33.9	23.9	0.3	12.7
English	1626	32.6	39.2	20.6	0.7	6.8	350	34.0	32.9	20.0	0.3	12.9
Foreign language	537	39.1	36.5	16.4	-	8.0	71	33.8	31.0	19.8	-	15.5
Fine arts	411	34.3	39.4	15.6	-	10.7	99	35.3	34.3	15.2	1.0	14.1
Physical education	707	38.7	37.8	16.4	0.3	6.8	117	39.3	40.2	14.5	-	6.0
Other	94	38.3	37.2	13.8	1.1	9.5	17	29.2	41.2	5.7	-	23.3
Total vocational	2303	34.0	38.9	15.7	1.0	10.3	1462	27.4	36.1	14.2	2.5	19.9
Engineering technology	256	26.5	37.5	17.6	2.3	16.0	399	22.6	35.3	18.1	2.0	22.1
Automotive	188	30.3	42.0	15.4	1.1	11.1	164	21.4	42.1	8.5	4.3	23.8
Trades	296	29.1	41.2	15.5	1.0	13.1	87	21.8	36.8	6.9	4.6	29.9
Graphics	98	36.7	36.7	13.2	1.0	12.2	58	34.5	31.0	13.7	1.7	19.0
Service trades, police	57	31.6	33.3	12.3	3.5	19.3	65	29.3	33.8	20.0	1.5	15.4
Agriculture	49	34.7	30.6	22.4	2.0	10.2	24	75.0	4.2	12.5	4.2	4.2
Home economics	350	38.6	40.0	14.9	0.3	8.3	38	31.6	42.1	10.5	-	15.8
Business education	885	37.3	38.3	16.3	0.2	7.9	392	28.9	38.0	14.6	2.6	16.1
Oistributive education	81	37.0	35.8	22.2	3.7	1.2	62	32.3	37.1	11.3	1.6	17.8
Health	43	13.9	51.2	11.6	2.3	20.9	173	31.2	32.9	13.9	1.7	20.2

TABLE A-51

RATING OF SCHOOL'S ACADEMIC PLACEMENT BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	31.8	39.0	12.8	1.4	14.9	3001	22.6	34.9	11.0	4.6	27.0
Total academic	6345	32.9	39.4	13.3	1.3	13.1	1539	24.9	35.2	12.6	3.4	23.9
Science	916	30.8	41.7	15.0	1.5	10.9	327	24.4	38.5	10.7	3.7	22.6
Mathematics	901	30.9	40.1	14.7	1.8	13.4	236	20.7	38.6	13.1	3.8	23.7
Social studies	1153	31.3	42.5	14.1	1.0	11.2	322	23.2	32.9	17.4	4.3	22.0
English	1626	33.2	36.7	14.4	1.5	14.3	350	25.7	33.1	14.0	1.7	25.5
Foreign language	537	35.7	36.7	10.2	-	17.3	71	23.9	29.6	11.2	1.4	33.8
Fine arts	411	33.8	39.4	9.5	1.2	16.1	99	28.3	27.3	7.1	6.1	31.4
Physical education	707	37.3	38.6	11.5	1.6	11.0	117	44.2	41.9	6.0	3.4	14.5
Other	94	36.1	38.3	8.5	1.1	16.0	17	23.5	35.3	5.7	-	35.2
Total vocational	2303	28.8	37.9	11.7	1.9	19.8	1462	20.0	34.6	9.3	6.0	30.1
Engineering technology	256	25.0	34.0	9.8	3.1	28.1	399	20.6	32.8	10.6	5.0	31.1
Automotive	188	22.4	37.8	15.4	1.6	22.9	164	14.7	38.4	6.1	7.3	33.5
Trades	296	22.9	34.8	16.2	1.7	24.3	87	12.6	33.3	6.9	6.9	40.2
Graphics	98	23.5	39.8	9.2	2.0	25.5	58	17.2	20.7	17.3	12.1	32.7
Service trades, police	57	14.0	28.1	10.5	5.3	42.1	65	18.4	24.6	10.7	6.2	40.0
Agriculture	49	20.4	46.9	10.2	6.1	16.4	24	45.9	29.2	4.2	4.2	16.7
Home economics	350	36.3	36.0	7.4	1.4	18.9	38	29.0	36.8	7.9	2.6	23.7
Business education	885	32.6	40.5	11.6	1.4	13.9	392	20.9	38.0	10.5	6.6	23.9
Distributive education	81	29.7	43.2	14.8	1.2	9.1	62	27.5	29.0	12.9	4.8	25.8
Health	43	16.3	34.9	13.9	2.3	32.5	173	19.1	38.7	4.7	4.0	33.5

TABLE A-52

RATING OF BREADTH OF ACADEMIC COURSES BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	46.0	36.4	8.6	0.4	8.5	3001	42.3	33.5	8.1	1.8	14.2
Total academic	6345	46.5	36.3	9.6	0.2	7.4	1539	47.0	33.5	9.1	0.3	10.1
Science	916	26.8	38.6	8.6	0.2	5.7	327	50.8	31.5	8.6	0.6	8.6
Mathematics	901	50.7	34.1	7.5	-	7.8	236	34.1	33.5	8.0	1.3	13.1
Social studies	1153	42.5	40.3	11.0	0.3	5.8	322	45.6	33.9	10.6	-	10.0
English	1626	43.7	35.9	13.8	0.2	6.4	350	41.2	38.0	11.4	-	9.4
Foreign language	537	51.8	32.2	4.9	-	11.2	71	46.5	26.8	9.9	-	16.9
Fine arts	411	47.4	34.1	6.8	0.2	11.4	99	51.6	35.4	5.1	-	8.1
Physical education	707	48.9	35.2	7.2	0.1	8.5	117	62.4	27.4	4.3	-	6.0
Other	94	46.8	33.0	9.6	-	10.7	17	35.2	35.3	5.7	-	23.6
Total vocational	2303	44.7	36.6	6.1	1.0	11.6	1462	37.6	33.4	7.2	3.4	18.6
Engineering technoloby	256	38.7	32.4	7.1	3.5	18.9	399	34.3	36.4	6.8	13.5	18.6
Automotive	188	43.1	36.7	8.0	1.1	11.2	164	26.9	38.4	6.7	4.9	23.2
Trades	296	40.5	38.5	5.8	1.4	14.0	87	27.5	33.3	5.7	5.7	27.6
Graphics	98	42.9	35.7	9.2	-	12.2	58	34.5	27.6	15.5	1.7	20.7
Service trades, police	57	15.8	40.4	10.5	5.3	28.1	65	37.0	24.6	13.9	3.1	21.6
Agriculture	49	42.9	42.9	4.0	2.0	8.2	24	33.3	54.2	-	-	12.5
Home economics	350	50.6	34.3	5.1	-	10.0	38	50.0	28.9	5.3	-	15.8
Business education	885	48.0	38.1	5.2	0.3	8.4	392	50.4	29.6	6.6	3.6	14.6
Distributive education	81	56.8	28.4	7.4	2.5	4.9	62	46.8	29.0	4.8	-	17.8
Health	43	23.3	44.2	4.7	-	27.9	173	36.4	34.7	6.4	3.5	19.1

TABLE A-53

RATING OF ACADEMIC COURSES FOR A STATE COLLEGE BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	51.7	33.1	6.0	0.4	8.7	3001	47.6	25.8	6.2	3.2	17.1
Total academic	6345	53.4	33.2	6.0	0.2	7.3	1539	59.0	25.2	5.2	0.8	9.8
Science	916	55.7	32.4	5.8	0.2	5.9	327	57.5	25.1	6.1	0.3	11.0
Mathematics	901	57.5	30.9	4.2	0.3	7.1	236	51.7	26.3	7.7	3.8	10.6
Social studies	1153	51.7	36.0	6.6	-	5.7	322	63.6	21.7	5.6	0.3	8.7
English	1626	49.6	34.6	8.2	0.2	7.5	350	55.1	20.6	4.8	0.3	9.2
Foreign language	537	56.3	31.5	2.4	0.2	9.7	71	64.7	21.1	2.8	-	11.2
Fine arts	411	54.5	29.9	5.4	-	10.2	99	64.7	22.2	3.0	-	10.1
Physical education	707	54.4	32.8	6.0	0.1	6.8	117	69.2	23.1	2.6	-	5.1
Other	94	52.1	29.8	2.1	1.1	14.9	17	47.0	17.6	-	-	35.2
Total vocational	2303	47.2	32.8	6.3	1.1	12.6	1462	35.8	26.4	7.1	5.8	24.8
Engineering technology	256	37.5	31.3	10.6	3.1	17.6	399	33.1	27.3	10.3	4.8	24.6
Automotive	188	38.3	34.0	10.6	1.6	15.5	164	21.9	26.2	9.2	7.9	34.7
Trades	296	42.6	34.8	6.1	1.7	14.9	87	18.4	21.8	9.1	6.9	43.6
Graphics	98	38.8	32.7	13.2	-	15.3	58	39.7	20.8	10.3	6.9	22.4
Service trades, police	57	19.3	42.1	12.3	5.3	21.0	65	35.4	33.8	4.6	4.6	21.5
Agriculture	49	46.9	40.8	2.0	2.0	8.2	24	54.2	25.0	12.5	-	8.4
Home economics	350	56.6	29.7	3.7	-	10.0	38	55.2	21.1	2.6	7.9	13.2
Business education	885	53.6	33.1	3.5	0.5	9.4	392	43.6	27.6	5.1	6.9	16.9
Distributive education	81	53.1	28.4	11.1	1.2	6.2	62	40.4	32.3	3.2	1.6	22.6
Health	43	16.3	27.9	13.9	-	41.9	173	36.4	22.5	3.5	5.2	32.4

TABLE A-54

RATING OF ACADEMIC COURSES FOR A MAJOR UNIVERSITY BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	44.2	32.9	13.2	0.8	8.9	3001	40.1	25.7	12.9	3.5	17.9
Total academic	6345	45.7	32.9	13.6	0.5	7.2	1539	49.7	27.1	12.2	1.0	10.0
Science	916	47.9	32.1	14.2	0.4	5.4	327	47.7	29.7	10.4	0.9	11.4
Mathematics	901	47.8	33.4	10.2	0.9	7.6	236	47.0	22.9	15.7	3.8	10.6
Social studies	1153	45.7	33.3	14.7	0.5	5.8	322	53.8	23.0	13.9	0.6	8.7
English	1626	40.6	33.1	18.6	0.6	7.2	350	46.0	30.0	14.6	0.3	9.2
Foreign language	537	48.6	33.9	8.4	-	9.1	71	42.3	39.4	7.0	-	11.2
Fine arts	411	47.7	29.7	11.7	0.2	10.7	99	51.5	31.3	5.0	-	12.1
Physical education	707	48.7	33.9	9.8	0.3	7.4	117	64.1	22.2	7.7	-	6.0
Other	94	46.8	28.7	7.4	1.1	16.0	17	47.0	11.8	11.8	5.7	23.5
Total vocational	2303	40.0	33.0	12.1	1.4	13.5	1462	29.9	24.2	13.5	6.1	26.2
Engineering technology	256	28.9	32.4	15.2	4.3	19.2	399	28.8	22.6	17.5	5.0	26.0
Automotive	188	30.4	32.4	18.6	2.7	16.0	164	15.2	23.8	16.5	9.1	35.4
Trades	296	34.8	36.5	11.1	1.7	15.9	87	12.6	19.5	12.6	9.2	45.9
Graphics	98	32.7	30.6	19.3	-	17.3	58	32.8	22.4	15.5	5.2	24.2
Service trades, police	57	17.5	24.6	24.0	5.3	24.5	65	26.2	29.2	15.3	6.2	23.1
Agriculture	49	42.8	40.8	6.1	2.0	8.2	24	45.8	33.3	8.4	-	12.5
Home economics	350	48.2	31.7	8.8	-	11.1	38	47.4	26.3	5.2	7.9	13.2
Business education	885	46.6	33.3	9.6	0.7	9.9	392	37.5	27.0	[illegible]	6.6	18.6
Distributive education	81	50.7	30.9	12.3	1.2	4.2	62	32.3	27.4	16.1	1.6	22.6
Health	43	9.0	27.9	18.6	2.3	44.2	173	31.8	20.2	9.2	5.2	33.6

TABLE A-55

RATING OF BOARD OF EDUCATION SUPPORT FOR INNOVATIONS IN ACADEMIC PROGRAMS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	56.1	2.0	11.3	1.2	19.3	3001	54.5	1.8	8.3	4.4	31.4
Total academic	6345	64.4	2.1	13.4	1.4	18.7	1539	55.4	2.1	11.1	3.8	27.5
Science	916	64.5	2.3	14.9	1.9	16.4	327	56.3	2.8	9.2	4.0	27.8
Mathematics	901	67.7	2.1	9.4	.2	19.6	236	55.1	3.8	8.1	5.5	27.5
Social studies	1153	64.9	1.6	16.4	1.2	15.9	322	53.7	2.2	15.8	3.7	24.6
English	1626	59.9	2.5	15.8	2.0	20.0	350	51.5	1.4	10.5	3.7	32.9
Foreign language	537	63.1	2.2	10.6	0.6	23.5	71	56.4	-	4.2	2.0	32.4
Fine arts	411	63.8	1.9	13.6	1.2	19.5	99	47.6	3.0	15.1	1.0	23.2
Physical education	707	71.0	2.1	8.7	0.6	17.7	117	67.5	-	12.8	0.9	18.8
Other	94	67.0	1.1	9.6	1.1	21.3	17	52.9	-	5.7	5.7	35.3
Total vocational	2303	70.8	1.7	5.8	0.9	20.7	1462	53.7	1.4	5.3	5.0	34.6
Engineering technology	256	62.9	2.7	6.7	2.3	25.4	399	48.4	2.0	5.5	6.3	37.8
Automotive	188	69.1	1.1	6.4	0.5	22.8	164	48.8	1.2	5.5	6.1	38.4
Trades	296	70.9	1.7	4.0	1.0	22.3	87	43.7	1.1	3.4	9.2	42.5
Graphics	98	64.2	4.1	7.2	1.0	23.5	58	60.3	1.7	6.9	5.2	25.9
Service trades, police	57	56.2	1.8	7.0	1.8	33.3	65	52.3	-	7.7	3.1	36.9
Agriculture	49	77.6	4.1	2.0	4.1	12.3	24	58.4	-	4.2	4.2	33.4
Home economics	350	75.7	0.6	4.9	-	18.9	38	73.7	5.3	2.6	2.6	15.8
Business education	885	72.8	1.9	6.1	0.6	18.6	392	59.2	0.8	5.4	3.6	31.1
Distributive education	81	80.2	-	8.6	1.2	9.9	62	56.4	1.6	4.8	3.2	33.9
Health	43	53.5	-	7.0	-	39.5	173	55.5	1.2	4.6	4.0	34.6

TABLE A-56

RATING OF FOLLOWUP STUDIES OF VOCATIONAL GRADUATES BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	11.4	23.8	28.1	11.6	27.6	3001	22.1	22.2	18.2	6.8	30.9
Total academic	6345	10.1	23.1	24.2	10.9	31.8	1539	19.5	19.4	16.3	8.0	36.8
Science	916	9.1	23.6	25.9	13.1	28.0	327	20.5	19.3	16.8	7.6	35.8
Mathematics	901	9.4	23.3	25.2	10.9	31.6	236	17.8	19.5	22.5	5.1	35.2
Social studies	1153	10.5	23.8	25.5	12.4	28.3	322	17.1	21.4	18.0	11.2	32.3
English	1626	10.1	21.7	22.7	10.8	35.3	350	20.2	16.0	14.0	6.6	43.2
Foreign language	537	10.5	23.1	16.4	6.1	44.0	71	15.5	16.9	4.2	8.5	54.9
Fine arts	411	12.5	23.4	21.1	10.9	31.1	99	24.3	19.2	9.1	8.1	39.4
Physical education	707	12.4	23.9	28.0	9.3	26.2	117	24.8	23.9	18:0	10.3	23.1
Other	94	5.3	22.3	32.0	13.8	24.5	17	11.4	35.3	11.8	5.7	35.3
Total vocational	2303	14.8	25.8	29.7	13.2	16.3	1462	24.6	25.2	20.1	5.5	24.5
Engineering technology	256	11.8	23.8	28.9	16.0	19.5	399	24.1	22.6	21.3	5.5	26.5
Automotive	188	26.6	28.2	30.3	5.9	9.0	164	21.1	28.7	15.3	4.3	20.7
Trades	296	12.9	19.6	35.4	8.6	13.5	87	34.5	27.6	20.6	3.4	13.7
Graphics	98	34.4	25.5	17.4	14.3	18.4	58	31.0	25.9	22.4	3.4	17.2
Service trades, police	57	28.1	28.1	21.0	5.3	17.5	65	29.2	16.9	29.2	4.6	20.0
Agriculture	49	16.3	32.7	42.9	2.0	6.1	24	41.7	20.8	20.8	-	16.7
Home economics	350	11.7	25.7	26.6	9.7	26.3	38	26.3	26.3	21.1	2.6	23.7
Business education	885	11.9	26.3	31.3	15.5	15.1	392	15.6	27.3	23.7	7.9	25.8
Oistributive education	81	22.2	39.5	22.2	12.3	3.7	62	19.4	14.5	25.8	8.1	32.3
Health	43	27.9	23.3	21.0	2.3	25.6	173	30.6	29.5	7.6	3.5	28.9

TABLE A-57

RATING OF FOLLOW-UP STUDIES OF ACADEMIC GRADUATES BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	19.3	30.4	18.4	6.6	15.2	3001	25.7	22.5	15.4	8.1	34.1
Total academic	6345	20.1	30.1	18.3	6.3	15.2	1539	24.6	21.4	16.4	6.3	31.4
Science	916	18.4	33.0	20.1	7.5	21.1	327	25.4	21.1	15.3	2.3	30.9
Mathematics	901	18.1	31.2	19.0	5.4	26.2	236	20.3	21.2	17.8	8.1	32.6
Social studies	1153	19.9	30.5	19.6	7.2	22.8	322	22.9	21.4	20.5	6.8	28.3
English	1626	18.0	28.7	18.8	6.4	28.3	350	23.7	18.6	15.1	5.1	37.4
Foreign language	537	24.9	26.8	13.2	3.0	32.0	71	23.9	28.2	5.6	7.0	35.2
Fine arts	411	26.1	26.8	14.8	8.0	24.3	99	31.3	16.2	16.2	3.0	33.3
Physical education	707	23.4	31.3	17.7	5.1	22.5	117	34.2	27.4	18.0	4.3	16.2
Other	94	22.3	34.0	17.0	7.4	19.1	17	17.5	41.2	-	5.7	35.3
Total vocational	2303	16.8	31.3	18.9	7.6	25.5	1462	14.8	23.6	14.4	10.1	37.1
Engineering technology	256	11.3	29.3	16.4	9.4	33.6	399	13.3	23.1	15.1	8.5	40.1
Automotive	188	17.1	28.7	16.5	5.9	31.9	164	10.9	23.2	10.9	11.0	43.9
Trades	296	15.5	32.8	20.2	4.7	26.7	87	12.6	20.7	13.8	10.3	42.5
Graphics	98	13.3	31.6	13.2	8.2	33.7	58	13.8	24.1	17.3	10.3	34.5
Service trades, police	57	12.3	34.6	10.5	12.3	40.4	65	21.5	13.8	21.5	7.7	25.4
Agriculture	49	14.3	34.7	34.7	4.1	12.2	24	37.5	25.0	12.5	4.2	20.8
Home economics	350	22.0	33.7	14.9	3.1	26.3	38	23.7	28.9	13.1	7.9	26.3
Business education	885	17.8	30.8	21.5	10.1	19.9	392	12.7	27.0	16.3	13.0	30.9
Distributive education	81	20.3	39.5	19.8	9.9	14.8	62	17.8	22.6	16.2	4.8	38.7
Health	43	14.0	20.9	16.3	4.7	44.2	173	19.6	21.4	8.1	9.8	41.1

TABLE A-58

RATING OF FOLLOW-UP OF DROPOUTS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS						POSTSECONDARY TEACHERS					
	Number	Above Average	Average	Below Average	Nonexistent	No Opinion	Number	Above Average	Average	Below Average	Nonexistent	No Opinion
TOTAL	8648	7.6	20.0	27.6	14.4	30.3	3001	9.2	19.1	23.1	13.5	35.1
Total academic	6345	7.6	20.0	27.1	14.0	31.3	1539	9.3	17.9	22.4	14.4	36.0
Science	916	5.5	20.4	30.0	16.3	27.8	327	8.3	14.7	23.5	16.2	37.3
Mathematics	901	6.2	21.9	25.8	13.5	32.6	236	8.0	17.8	23.3	15.3	35.6
Social studies	1153	7.9	18.2	29.4	15.4	29.1	322	7.1	19.6	25.8	17.4	30.2
English	1626	6.9	18.1	26.5	14.8	33.7	350	9.1	17.7	20.0	12.9	40.3
Foreign language	537	7.3	21.2	20.1	10.1	41.3	71	8.4	21.1	9.8	11.3	49.3
Fine arts	411	13.1	22.1	22.6	11.7	30.4	99	17.2	18.2	18.2	8.1	38.4
Physical education	707	10.2	22.9	28.3	12.2	26.5	117	14.5	20.5	28.2	12.0	24.8
Other	94	10.6	13.8	39.4	12.8	23.4	17	11.8	23.5	11.8	5.7	47.1
Total vocational	2303	7.8	20.1	29.1	15.6	27.4	1462	9.2	20.2	23.8	12.7	28.1
Engineering technology	256	7.5	14.1	26.5	21.1	30.9	399	8.8	16.3	23.3	14.8	36.8
Automotive	188	12.7	21.3	26.6	12.2	27.2	164	10.3	23.2	19.5	11.0	41.0
Trades	296	3.1	22.3	32.8	14.2	27.4	87	9.2	23.0	25.3	11.5	31.0
Graphics	98	8.1	24.5	22.5	13.3	31.6	58	15.5	19.0	34.5	8.6	22.4
Service trades, police	57	10.6	17.5	19.3	14.0	38.6	65	18.5	20.0	18.5	10.8	32.3
Agriculture	49	2.0	14.3	46.9	22.4	14.2	24	12.5	25.0	33.3	4.2	25.0
Home economics	350	14.0	21.7	28.3	7.7	28.3	38	21.0	26.3	23.7	5.3	23.7
Business education	885	6.3	18.3	31.3	18.4	25.6	392	5.9	21.7	27.3	14.8	30.4
Distributive education	81	7.4	33.3	19.8	18.5	21.0	62	4.8	17.7	19.4	14.5	43.6
Health	43	7.0	32.6	14.0	9.3	37.2	173	9.3	21.4	19.1	9.2	41.1

TABLE A-59

REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL COLLEGE PREPARATORY PROGRAM
SECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

	Number	English		Mathematics		Sciences		Social Studies		Foreign Language		Vocational Skills[b]		Electives	
		-[a]	+	-	+	-	+	-	+	-	+	-	+	-	+
TOTAL SECONDARY	8648	10.0	4.5	37.6	2.0	26.4	2.4	10.4	12.2	21.5	14.4	59.5	-	27.4	8.1
Total Academic	6345	10.1	3.5	38.4	2.1	29.0	2.0	12.4	9.8	25.4	10.2	53.1	-	28.3	7.3
Science	916	9.4	5.1	55.0	0.5	50.3	0.9	5.8	17.1	17.1	11.2	59.2	-	25.5	8.3
Mathematics	901	6.4	3.1	63.0	1.1	35.0	1.1	7.1	14.9	17.4	13.4	53.3	-	23.2	8.2
Social studies	1153	8.8	4.5	32.1	2.9	25.1	2.3	28.1	2.3	23.1	11.5	54.7	-	30.7	8.8
English	1626	12.1	2.1	29.9	2.1	22.9	2.3	13.7	6.5	29.1	6.3	47.5	-	28.4	6.3
Foreign language	537	10.4	1.7	35.9	1.7	24.6	1.7	8.6	8.9	65.9	0.7	46.6	-	23.1	9.3
Fine arts	411	11.2	6.6	14.4	6.3	10.7	5.1	5.1	13.9	16.8	13.6	49.4	-	45.5	3.6
Physical education	707	11.6	3.4	31.3	1.6	29.0	1.8	5.8	12.4	16.1	16.4	61.1	-	28.4	5.4
Other	94	13.8	1.1	37.2	3.2	23.4	4.3	17.0	6.4	20.2	11.7	67.0	-	28.9	7.4
Total Vocational	2303	9.8	7.2	35.5	1.5	19.4	3.4	4.8	18.7	10.9	26.0	77.2	-	25.0	10.1
Engineering technology	256	9.4	12.5	53.1	0.4	29.3	1.6	3.9	30.5	5.1	40.6	80.5	-	23.0	18.0
Automotive	188	9.0	7.4	47.9	0.5	27.1	3.7	4.3	19.7	6.4	39.4	74.5	-	23.4	14.4
Trades	296	7.1	13.5	43.9	0.7	25.0	2.7	3.7	23.0	5.7	35.5	80.4	-	26.4	13.5
Graphics	98	16.3	5.1	31.6	-	18.4	6.1	6.1	25.5	9.2	27.6	87.8	-	31.6	10.2
Service trades, police	57	14.0	1.8	26.3	8.8	21.1	8.8	12.3	7.0	10.5	21.1	70.2	-	12.3	10.5
Agriculture	49	4.1	14.3	28.6	-	18.4	-	2.0	32.7	2.0	51.0	85.7	-	36.7	6.1
Home economics	350	9.1	4.6	22.0	1.7	15.4	2.6	2.0	12.3	13.7	16.6	72.0	-	22.0	6.0
Business education	885	10.5	4.3	32.1	1.9	14.8	4.0	6.1	15.6	14.4	18.5	77.4	-	25.8	7.5
Distributive education	81	8.6	13.6	32.1	-	14.8	4.9	6.2	25.9	13.6	30.9	77.8	-	32.1	8.6
Health	43	14.0	2.3	34.9	-	25.6	2.3	2.3	2.3	16.3	11.6	62.8	-	18.6	16.3

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include vocational skill training, there is no entry for "too much".

TABLE A-60

REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL COLLEGE PREPARATORY PROGRAM
POSTSECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

	Number	English		Mathematics		Sciences		Social Studies		Foreign Language		Vocational Skills [b]		Electives	
		- [a]	+	-	+	-	+	-	+	-	+	-	+	-	+
TOTAL POSTSECONDARY	3001	15.9	5.3	49.2	1.0	32.9	2.1	10.7	16.4	18.1	20.2	52.8	-	18.3	14.0
Total Academic	1539	17.3	4.6	45.0	1.2	34.7	1.7	13.8	12.9	25.1	14.9	43.3	-	21.9	12.5
Science	327	16.8	3.4	66.4	.9	51.7	.6	5.5	21.7	15.6	16.8	39.8	-	15.6	13.1
Mathematics	236	9.3	5.1	69.9	-	36.4	.8	6.4	18.2	12.3	17.8	46.6	-	15.7	16.5
Social studies	322	19.3	5.9	37.3	1.2	33.5	1.9	28.6	4.0	31.7	16.5	39.8	-	23.3	14.9
English	350	21.7	3.7	30.0	.6	28.3	2.0	16.0	8.9	34.0	9.1	40.6	-	21.7	9.7
Foreign language	71	25.4	4.2	39.4	-	18.3	2.8	11.3	12.7	64.8	-	33.8	-	21.1	19.7
Fine arts	99	16.2	9.1	12.1	8.1	17.2	5.1	16.2	13.1	22.2	17.2	45.5	-	41.5	5.1
Physical education	117	12.8	3.4	29.9	.9	29.9	1.7	6.0	9.4	12.8	22.2	57.3	-	29.9	6.0
Other	17	11.8	-	58.8	-	41.2	-	-	41.2	17.6	23.5	29.4	-	11.8	11.8
Total Vocational	1462	14.4	6.0	53.6	.8	30.8	2.5	7.5	20.2	10.6	25.9	63.8	-	14.5	15.7
Engineering technology	399	10.5	9.3	69.9	1.0	44.1	1.0	5.3	28.8	6.0	34.1	65.9	-	12.5	19.8
Automotive	164	9.1	8.5	57.9	.6	27.4	1.8	7.9	19.5	6.7	32.3	75.0	-	9.1	15.2
Trades	87	12.6	13.8	59.8	-	31.0	2.3	2.3	16.1	9.2	26.4	70.1	-	8.0	18.4
Graphics	58	22.4	6.9	32.8	-	15.5	6.9	6.9	25.9	17.2	20.7	60.3	-	15.5	13.8
Service trades, police	65	27.7	1.5	41.5	1.5	15.4	4.6	15.4	9.2	18.5	27.7	61.5	-	16.9	13.8
Agriculture	24	16.7	4.2	58.3	-	33.3	-	-	37.5	16.7	25.0	66.7	-	20.8	20.8
Home economics	38	10.5	5.3	23.7	2.6	21.1	2.6	5.3	7.9	5.3	13.2	63.2	-	33.7	7.9
Business education	392	15.6	3.6	51.5	.5	20.7	3.8	6.4	19.4	11.7	23.5	64.0	-	18.1	12.5
Distributive education	62	17.7	1.6	43.5	1.6	32.3	3.2	11.3	16.1	16.1	32.3	48.4	-	22.6	11.3
Health	173	17.9	.6	39.1	.6	38.7	1.2	14.5	8.7	16.2	7.5	52.0	-	12.1	16.2

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include vocational skill training there is no entry for "too much".

TABLE A-61

REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL VOCATIONAL OR TECHNICAL PROGRAM
SECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

	Number	English		Mathematics		Sciences		Social Studies		Foreign Language		Job Experience		Electives	
		-[a]	+	-	+	-	+	-	+	-	+[b]	-	+	-	+
TOTAL SECONDARY	8648	29.5	6.0	58.2	0.5	36.8	1.3	16.6	7.0	21.2	-	12.9	7.7	21.9	6.1
Total Academic	6345	29.5	6.4	56.7	0.5	37.3	1.2	18.8	5.7	20.7	-	11.8	7.7	23.4	5.2
Science	916	31.8	6.1	67.1	0.3	53.8	1.3	14.1	7.9	21.6	-	14.0	7.9	22.7	4.6
Mathematics	901	26.6	5.5	67.4	0.2	40.4	0.8	13.8	7.7	17.1	-	11.2	6.0	17.9	5.8
Social studies	1153	28.9	8.7	55.0	1.1	35.1	1.2	33.2	3.1	18.2	-	15.1	8.8	24.6	7.0
English	1626	32.6	7.2	50.1	0.2	32.8	1.3	19.9	5.2	20.1	-	9.4	7.3	23.6	4.7
Foreign language	537	30.2	3.5	51.8	0.4	33.0	0.6	16.0	3.9	33.9	-	8.2	7.4	15.6	6.1
Fine arts	411	22.4	6.1	45.3	0.3	27.0	1.5	10.9	6.8	22.9	-	9.7	10.9	36.0	1.7
Physical education	707	27.0	5.4	57.3	0.3	35.6	1.7	12.4	7.1	19.8	-	13.4	7.2	27.2	4.5
Other	94	35.1	2.1	64.9	-	36.2	1.1	16.0	3.2	9.6	-	17.0	4.3	26.6	3.2
Total Vocational	2303	29.4	4.6	62.2	0.5	35.3	1.7	10.4	10.3	22.5	-	15.8	7.7	17.8	8.8
Engineering technology	256	20.7	8.2	79.7	-	55.1	0.4	7.4	19.5	12.9	-	23.8	4.7	12.5	14.5
Automotive	188	19.7	5.9	76.6	-	54.8	-	6.4	13.3	16.0	-	22.3	5.3	12.8	19.7
Trades	296	18.6	8.8	77.4	0.3	43.6	2.7	6.1	13.9	14.9	-	25.0	5.7	18.9	11.8
Graphics	98	35.7	5.1	67.3	1.0	37.8	4.1	9.2	14.3	22.4	-	27.6	6.1	27.6	12.2
Service trades, police	57	35.1	3.5	49.1	3.5	38.6	3.5	12.3	8.8	38.6	-	24.6	3.5	12.3	14.0
Agriculture	49	10.2	8.2	63.3	-	44.9	-	2.0	14.3	10.2	-	14.3	2.0	20.4	6.1
Home economics	350	28.9	3.7	46.3	0.6	32.9	1.4	9.7	5.1	25.7	-	8.0	9.4	16.0	4.0
Business education	885	36.4	2.1	55.5	0.3	24.1	1.9	13.9	7.3	27.3	-	10.4	9.8	19.4	5.6
Distributive education	81	38.3	4.9	60.5	2.5	22.2	1.2	9.3	7.0	17.3	-	19.8	7.4	23.5	4.9
Health	43	44.2	4.7	65.1	-	30.2	-	14.8	12.3	37.2	-	7.0	9.3	16.3	4.7

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include foreign language, there is no entry for "too much".

TABLE A-62

REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL VOCATIONAL OR TECHNICAL PROGRAM
POSTSECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

	Number	English		Mathematics		Sciences		Social Studies		Foreign Language		Job Experience		Electives	
		- [a]	+	-	+	-	+	-	+	-	+ [b]	-	+	-	+
TOTAL POSTSECONDARY	3001	31.8	6.5	66.9	-	46.0	1.8	16.9	9.3	16.8	-	12.1	14.4	17.2	9.7
Total Academic	1539	34.8	5.3	73.7	0.3	46.9	1.6	21.4	7.1	17.9	-	10.1	15.4	21.0	8.2
Science	327	35.5	3.1	76.3	-	61.8	0.9	11.6	8.0	16.8	-	7.6	18.3	13.8	11.6
Mathematics	236	24.6	5.9	63.4	-	52.1	0.4	13.1	10.2	11.9	-	11.4	13.6	16.5	10.2
Social studies	322	35.4	6.8	56.6	0.3	44.7	1.9	35.1	4.3	19.3	-	13.7	19.9	28.0	8.7
English	350	44.0	5.1	37.4	-	41.4	1.7	27.7	4.9	19.4	-	8.0	14.6	27.0	7.7
Foreign language	71	39.4	5.6	59.0	-	39.4	1.4	12.7	8.5	29.6	-	7.0	12.7	4.0	5.6
Fine arts	99	32.3	5.1	49.6	4.0	30.3	4.0	22.2	10.1	24.2	-	7.1	12.1	42.4	1.0
Physical education	117	25.6	6.8	49.6	0.9	37.6	1.7	15.4	7.7	14.5	-	14.5	5.1	18.8	3.4
Other	17	17.6	5.7	47.1	-	35.3	5.7	5.7	23.5	-	-	11.8	11.8	11.8	5.7
Total Vocational	1462	28.6	7.8	71.8	0.2	45.1	2.0	12.2	11.6	15.6	-	14.2	13.4	13.1	11.1
Engineering technology	399	23.6	10.8	85.7	-	62.7	0.8	8.5	19.5	12.5	-	15.0	13.8	12.5	15.0
Automotive	164	17.1	19.6	77.4	0.6	47.0	1.8	10.4	13.4	11.0	-	23.8	7.9	10.4	8.5
Trades	87	12.6	19.5	79.3	1.1	49.4	4.6	3.4	16.1	6.9	-	21.8	9.6	4.6	16.1
Graphics	58	24.1	10.3	50.0	-	24.1	3.4	6.9	10.3	20.7	-	8.6	12.1	29.3	13.8
Service trades, police	65	33.8	4.6	66.2	-	40.0	4.6	32.3	7.7	20.0	-	20.0	12.3	10.8	10.8
Agriculture	24	37.5	4.2	91.7	-	58.3	-	4.2	25.0	12.5	-	12.5	12.5	10.7	20.8
Home economics	38	26.3	7.9	99.7	-	28.9	2.6	10.5	2.6	15.8	-	2.6	18.4	10.5	5.3
Business education	392	38.0	3.1	67.9	-	29.6	2.0	12.5	9.9	17.9	-	11.2	16.6	17.1	7.7
Distributive education	62	35.5	4.8	79.0	-	46.8	6.5	29.2	17.7	11.3	-	19.5	6.5	16.1	12.9
Health	173	34.1	1.2	49.7	0.6	45.7	0.6	17.9	4.0	24.9	-	8.7	17.3	8.7	8.7

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include foreign language, there is not entry for "too much".

TABLE A-63

REACTIONS TO CURRENT CURRICULUM EMPHASES IN POST SECONDARY ONE YEAR CERTIFICATE PROGRAM
SECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

	Number	English		Mathematics		Social Science		Related Theory		Job Experience	
		-[a]	+	-	+	-	+	-	+	-	+
TOTAL SECONDARY	8648	14.9	5.4	7.0	10.3	5.5	11.4	10.4	5.2	5.4	9.5
Total Academic	6345	16.3	4.1	6.6	10.1	6.4	8.8	9.7	5.8	4.5	10.5
Science	916	15.8	5.6	10.8	6.7	5.1	13.5	12.4	5.7	6.4	8.7
Mathematics	901	14.4	4.4	9.0	5.2	3.6	9.7	9.4	4.7	2.8	9.3
Social studies	1153	16.1	5.3	6.3	12.9	11.9	4.7	9.8	6.8	4.2	12.9
English	1626	19.2	2.9	4.7	11.3	7.5	7.2	6.8	7.2	3.8	10.9
Foreign language	537	16.9	1.3	3.5	11.4	2.4	8.8	8.0	5.8	3.2	9.7
Fine arts	411	11.4	4.1	4.4	15.6	2.9	12.9	12.7	2.9	5.4	11.4
Physical education	707	13.4	4.5	6.2	9.2	4.4	9.8	11.9	4.1	6.4	10.3
Other	94	26.6	7.4	11.7	13.8	11.7	7.4	13.8	9.6	9.6	5.3
Total Vocational	2303	11.0	9.0	8.1	10.6	3.2	18.8	12.4	3.6	7.8	6.6
Engineering technology	256	9.0	17.6	18.0	4.3	3.1	28.1	18.4	2.7	9.0	4.7
Automotive	188	7.4	9.0	11.2	5.9	3.2	19.1	16.0	3.2	13.3	4.8
Trades	296	8.8	13.9	12.8	7.8	2.0	26.4	20.6	2.7	15.9	5.1
Graphics	98	19.4	12.2	16.3	8.2	4.1	21.4	14.3	6.1	9.2	4.1
Service trandes, police	57	12.3	8.8	10.5	7.0	7.0	14.0	15.8	3.5	10.5	1.8
Agriculture	49	6.1	8.2	14.3	6.1	-	24.5	6.1	4.1	4.1	6.1
Home economics	350	10.6	4.9	2.3	14.0	1.7	11.4	6.3	3.4	3.4	5.7
Business education	885	12.0	6.2	3.7	13.3	3.8	15.7	9.5	4.2	5.4	8.9
Distributive education	81	14.8	9.9	6.2	14.8	4.9	24.7	12.3	3.7	7.4	6.2
Health	43	16.3	7.0	14.0	11.6	4.7	14.0	14.0	2.3	4.7	7.0

[a] - = too little emphasis + = too much emphasis

TABLE A-64

REACTIONS TO CURRENT CURRICULUM EMPHASES IN POST SECONDARY ONE YEAR CERTIFICATE PROGRAM
POSTSECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

	Number	English		Mathematics		Social Science		Major Field		Job Experience	
		- [a]	+	-	+	-	+	-	+	-	+
TOTAL POSTSECONDARY	3001	19.3	8.3	14.7	9.8	8.1	16.8	17.4	3.3	6.3	22.4
Total Academic	1539	22.9	5.5	12.1	10.4	11.0	12.2	14.0	4.4	4.3	18.8
Science	327	22.3	6.7	19.6	4.9	5.8	16.5	17.1	4.3	3.1	17.7
Mathematics	236	14.8	7.2	17.4	4.7	4.7	20.8	14.4	3.4	5.9	15.7
Social studies	322	20.8	4.3	9.9	9.9	18.3	5.3	12.4	4.0	3.4	21.4
English	350	33.4	4.6	9.4	11.4	13.7	9.4	10.9	6.0	20.3	4.6
Foreign language	71	25.4	4.2	11.3	8.5	8.5	14.1	8.5	4.2	-	18.3
Fine arts	99	20.2	5.1	3.0	25.3	11.1	9.1	17.2	6.1	6.1	19.2
Physical education	117	17.9	6.0	4.3	22.2	13.7	10.3	17.9	7.7	7.7	16.2
Other	17	11.8	-	-	23.5	-	23.5	17.6	-	-	17.6
Total Vocational	1462	15.5	11.4	17.4	9.1	5.1	21.6	20.9	2.1	8.3	13.4
Engineering technology	399	10.0	16.8	26.1	4.3	3.3	29.1	25.3	2.5	6.5	15.5
Automotive	164	10.4	15.9	25.0	3.7	4.9	20.1	20.1	0.6	19.5	3.7
Trades	87	11.5	13.8	19.5	3.4	2.3	25.3	16.1	9.6	19.9	8.0
Graphics	58	17.2	5.2	13.8	13.8	6.9	13.8	20.7	1.7	10.3	17.2
Service trades, police	65	20.0	4.6	15.4	9.2	12.3	7.7	13.8	3.1	9.2	12.3
Agriculture	24	25.0	12.5	20.8	-	4.2	41.7	25.0	16.7	12.5	12.5
Home economics	38	5.3	7.9	2.6	15.8	2.6	7.9	21.1	-	2.6	13.2
Business education	392	20.9	7.1	12.0	19.5	4.6	22.7	20.9	2.0	6.4	16.1
Distributive education	62	27.4	16.1	29.2	17.7	11.3	21.0	27.4	1.6	8.1	25.8
Health	173	16.8	6.4	4.0	11.0	6.9	9.8	13.9	-	2.9	9.2

[a] - = too little emphasis + = too much emphasis

TABLE A-65

REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY TWO YEAR TECHNICAL PROGRAM
SECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

	Number	English		Mathematics		Sciences		Social Science		Theory in Major Field		Job Experience		Electives	
		- [a]	+	-	+	-	+	-	+	-	+	-	+	-	+
TOTAL SECONDARY	8648	8.5	11.9	20.3	4.5	5.3	15.3	3.2	22.1	7.4	7.1	7.9	6.6	6.4	8.4
Total Academic	6347	9.2	10.4	18.9	4.3	5.7	13.5	3.6	19.1	6.4	7.9	6.7	7.1	6.4	7.3
Science	916	8.8	14.3	27.3	2.6	11.9	7.8	3.2	28.9	8.3	9.1	8.6	6.2	6.4	8.1
Mathematics	901	6.4	10.9	31.4	2.9	6.1	12.5	2.2	25.9	4.9	6.9	6.4	7.1	6.0	7.9
Social studies	1153	8.9	10.4	15.9	5.2	5.0	15.1	7.4	10.4	6.7	9.1	7.3	10.1	6.2	8.3
English	1626	12.2	6.8	4.8	4.8	3.4	14.8	3.2	14.4	4.6	8.8	5.0	6.0	6.1	7.3
Foreign language	537	8.6	9.1	17.1	5.0	3.9	15.5	2.8	20.3	6.0	8.0	5.0	7.6	5.4	6.9
Fine arts	411	6.8	10.9	5.8	5.8	2.4	15.1	2.4	19.2	8.3	3.6	6.8	7.5	10.5	3.4
Physical education	707	6.9	13.7	4.1	4.1	5.8	13.7	2.0	22.6	8.1	5.4	7.5	5.5	6.5	6.5
Other	94	19.1	10.6	5.3	5.3	14.9	16.0	5.3	11.7	9.6	14.9	11.7	6.4	7.4	7.4
Total Vocational	2303	6.7	16.2	24.1	5.2	4.3	19.8	2.1	30.5	10.2	5.0	11.3	5.0	6.3	11.4
Engineering technology	256	4.7	27.3	52.0	1.6	12.1	12.1	0.4	48.0	16.4	5.5	14.1	3.9	5.9	16.4
Automotive	188	5.9	21.8	35.6	2.7	6.4	14.9	3.2	35.6	13.3	1.6	17.6	2.7	6.4	11.7
Trades	296	3.7	21.3	36.5	1.7	6.1	18.2	0.7	39.5	14.2	3.4	21.6	2.7	6.1	19.3
Graphics	98	15.3	17.3	31.6	5.1	7.1	25.5	3.1	35.7	16.3	8.2	16.3	6.1	10.2	16.3
Service trades, police	57	10.5	14.0	14.0	7.0	1.8	15.8	5.3	14.0	12.3	5.3	14.0	11.8	7.0	12.3
Agriculture	49	4.1	32.7	32.7	4.1	4.1	10.2	-	36.7	10.2	8.2	20.4	-	6.1	10.2
Home economics	350	6.9	8.9	12.6	5.7	0.9	13.1	0.9	19.1	6.6	3.4	5.1	4.0	4.3	4.6
Business education	885	7.3	12.3	13.3	7.0	2.3	27.9	2.9	26.7	7.3	5.8	7.2	7.5	7.0	9.2
Distributive education	81	8.6	17.3	22.2	12.3	1.2	19.8	2.5	29.6	8.6	11.1	9.9	7.4	7.4	12.3
Health	43	4.7	7.0	30.2	4.7	7.0	14.0	4.7	16.3	9.3	-	9.3	-	-	16.3

[a] - = too little emphasis + = too much emphasis

TABLE A-66

REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY TWO YEAR TECHNICAL PROGRAM
POSTSECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

	Number	English		Mathematics		Sciences-Physical and Natural		Social Sciences		Theory in Major Field		Job Experience		Electives	
		-[a]	+	-	+	-	+	-	+	-	+	-	+	-	+
TOTAL POSTSECONDARY	3001	12.7	16.7	36.4	3.8	11.0	15.4	5.8	28.1	14.8	5.1	10.3	12.0	6.8	16.8
Total Academic	1539	15.7	10.8	33.4	3.4	13.2	12.3	7.7	21.4	10.1	6.8	5.9	13.6	7.7	12.9
Science	327	12.2	12.8	47.4	0.6	26.3	7.0	2.8	32.7	15.0	5.2	6.4	15.0	6.1	15.6
Mathematics	236	9.3	18.2	56.8	0.4	16.1	8.5	2.1	32.6	13.1	5.9	8.5	11.9	4.2	18.2
Social studies	322	17.7	9.9	24.8	3.4	9.3	12.1	16.5	9.3	6.5	7.8	6.2	17.1	9.0	11.5
English	350	23.1	4.9	25.4	4.9	9.7	12.6	7.7	14.9	5.7	8.9	4.6	13.4	7.7	13.1
Foreign language	71	23.9	12.7	4.2	22.5	4.2	16.9	9.9	23.9	2.8	11.3	4.2	11.3	7.0	8.5
Fine arts	99	13.1	8.1	13.1	9.1	5.1	27.3	11.1	17.2	15.2	6.1	4.0	12.1	15.2	4.0
Physical education	117	9.4	12.8	17.9	6.8	5.1	19.7	6.0	21.4	14.5	2.6	4.3	6.8	8.5	6.8
Other	17	5.7	5.7	35.3	5.7	5.7	5.7	-	23.5	5.7	-	11.8	17.6	5.7	17.6
Total Vocational	1462	9.5	22.8	39.5	4.3	9.2	18.7	3.7	35.2	20.0	3.4	15.0	10.3	5.8	21.0
Engineering technology	399	5.5	35.8	60.9	0.5	14.8	11.5	3.3	52.1	28.3	3.0	14.5	15.0	6.5	29.3
Automotive	164	4.9	29.9	43.3	4.9	11.0	18.3	3.0	40.9	18.9	3.7	28.0	2.4	6.1	26.2
Trades	87	10.3	25.3	55.2	1.1	9.2	14.9	1.1	37.9	27.6	1.1	20.7	4.6	3.4	19.5
Graphics	58	8.6	29.1	25.9	8.6	6.9	36.2	5.2	39.7	20.7	3.4	15.5	6.9	6.9	19.0
Service trades, police	65	15.4	15.4	29.2	4.6	4.6	24.6	9.2	18.5	15.4	4.6	21.5	7.7	6.2	20.0
Agriculture	24	12.5	8.3	20.8	-	20.8	8.3	-	41.7	16.7	25.0	20.8	8.3	4.2	25.0
Home economics	38	2.6	23.7	15.8	10.5	2.6	7.9	5.3	10.5	7.9	-	2.6	7.9	2.6	10.5
Business education	392	13.3	13.8	30.1	5.6	3.6	29.8	3.3	30.1	15.1	4.3	11.2	11.5	6.6	15.3
Distributive education	62	14.5	19.4	41.9	8.1	8.1	25.8	6.5	25.8	22.6	-	9.7	22.6	3.2	19.4
Health	173	11.6	11.0	15.6	7.5	10.4	5.2	4.0	13.3	13.3	1.2	10.4	5.2	4.6	13.9

[a] - = too little emphasis + = too much emphasis

TABLE A-67

REACTIONS TO CURRENT CURRICULUM EMPHASES IN JUNIOR COLLEGE TWO YEAR TRANSFER PROGRAM
SECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

	Number	English		Mathematics		Natural and Physical Sciences		Social Sciences		Humanities		Foreign Language		Electives	
		- [a]	+	-	+	-	+	-	+	-	+	-	+	-	+
TOTAL SECONDARY	8648	4.2	10.5	24.8	5.3	4.7	15.3	2.1	22.3	30.0	3.0	2.4	37.2	13.1	7.0
Total Academic	6345	4.7	9.3	24.0	5.7	4.9	15.0	2.3	20.4	33.7	2.0	2.3	33.8	13.1	6.9
Science	916	3.1	12.2	36.0	2.3	12.7	6.1	1.5	31.4	27.0	2.8	1.9	38.4	13.4	8.8
Mathematics	901	2.2	13.8	39.6	1.9	4.7	12.5	1.4	28.3	25.7	2.0	1.0	41.6	11.9	6.9
Social studies	1153	4.9	10.1	19.3	7.8	4.1	17.0	5.0	9.5	33.5	3.4	3.2	35.9	14.7	6.5
English	1626	7.9	3.4	18.0	7.6	2.8	18.0	2.1	16.3	39.9	0.7	1.9	28.1	11.1	6.5
Foreign language	537	4.1	6.5	19.6	6.1	2.4	20.7	0.9	20.3	38.5	1.3	5.0	9.7	8.4	9.3
Fine arts	411	2.9	12.4	11.9	8.3	1.2	19.5	0.7	25.3	52.1	0.7	2.2	38.9	21.7	3.2
Physical education	707	3.5	11.7	20.4	5.5	11.7	12.6	2.3	29.1	24.8	3.0	2.1	42.7	15.0	5.9
Other	94	4.3	12.8	24.5	6.4	4.1	13.8	5.3	8.5	33.0	4.3	4.3	37.2	13.8	8.5
Total Vocational	2303	2.9	13.9	27.1	4.2	4.1	16.2	1.4	27.7	18.8	5.6	2.6	46.6	13.1	7.3
Engineering technology	256	2.0	19.1	47.4	0.8	9.4	10.5	1.6	39.1	12.5	6.3	2.3	57.4	12.1	11.7
Automotive	188	2.1	18.6	38.3	1.6	7.4	11.2	1.6	29.3	10.1	8.0	5.9	43.1	9.6	6.9
Trades	296	2.0	19.9	39.5	1.7	5.7	13.5	0.7	34.1	13.5	9.1	2.7	55.7	15.2	9.5
Graphics	98	9.2	12.2	26.5	1.0	4.1	17.3	3.1	36.7	35.7	7.1	1.0	56.1	17.3	15.3
Service trades, police	57	7.0	7.0	17.5	8.8	5.3	17.5	5.3	17.5	12.3	5.3	3.5	29.8	7.0	10.5
Agriculture	49	2.0	20.4	26.5	2.0	10.2	2.0	4.1	34.7	16.3	12.2	-	65.3	20.4	4.1
Home economics	350	3.4	8.3	11.4	7.7	2.3	10.0	0.9	21.1	22.0	2.9	2.6	38.3	12.6	4.6
Business education	885	2.1	11.8	21.7	5.2	1.8	22.9	1.0	24.5	22.3	4.2	2.3	43.1	13.4	5.4
Distributive education	81	3.7	17.3	23.5	6.2	3.7	19.8	1.2	24.7	17.3	7.4	3.7	53.1	14.8	8.6
Health	43	7.0	9.3	30.2	2.3	2.3	9.3	4.7	18.6	9.3	4.7	-	44.2	2.3	9.3

[a] - = too little emphasis + = too much emphasis

TABLE A-68

REACTIONS TO CURRENT CURRICULUM EMPHASES IN JUNIOR COLLEGE TWO YEAR TRANSFER PROGRAM
POSTSECONDARY TEACHERS BY SUBJECT TAUGHT
(In Percentages)

	Number	English		Mathematics		Natural and Physical Sciences		Social Science		Humanities		Foreign Language		Electives	
		- [a]	+	-	+	-	+	-	+	-	+	-	+	-	+
TOTAL POSTSECONDARY	3001	5.5	14.8	8.1	3.5	9.2	13.2	3.2	29.2	30.6	3.9	2.8	44.4	12.3	10.5
Total Academic	1539	6.6	11.2	37.7	4.9	10.5	13.0	4.2	26.2	39.0	2.4	3.6	38.2	13.9	9.8
Science	327	6.1	14.7	58.4	0.9	23.9	3.7	1.5	38.8	31.5	3.1	3.7	45.9	10.7	11.6
Mathematics	236	3.4	18.6	65.3	0.4	9.7	11.4	1.7	38.6	22.5	3.0	1.7	43.2	9.7	11.4
Social studies	322	6.2	10.9	31.4	4.7	7.8	16.1	12.1	8.7	39.1	2.2	3.7	35.4	12.1	9.9
English	350	10.3	3.7	22.3	7.1	5.7	15.7	2.9	22.0	47.7	2.3	4.3	27.1	14.0	8.3
Foreign language	71	11.3	8.5	25.4	7.0	4.2	12.7	1.4	23.9	45.1	1.4	11.3	8.5	14.1	15.5
Fine arts	99	4.0	13.1	9.1	21.2	2.0	28.3	4.0	29.3	78.8	-	4.0	42.4	35.4	6.1
Physical education	117	3.4	10.3	18.8	4.3	5.1	13.7	1.7	22.2	31.6	3.4	-	60.7	17.1	6.0
Other	17	5.7	-	41.2	-	17.6	5.7	-	41.2	23.5	-	5.7	47.1	17.6	5.7
Total Vocational	1462	4.3	18.7	45.3	2.1	7.9	13.3	2.1	32.3	21.8	5.4	1.8	50.9	10.5	11.1
Engineering technology	399	2.8	27.6	59.9	0.3	12.8	9.3	1.8	40.9	14.5	8.3	1.0	63.7	8.3	14.8
Automotive	164	3.0	17.7	46.3	1.2	7.3	6.7	4.3	30.5	7.9	5.5	1.8	47.0	7.9	10.4
Trades	87	2.3	20.7	49.4	-	6.9	8.0	-	32.2	9.2	11.5	1.1	46.0	4.6	17.2
Graphics	58	5.2	15.5	29.3	5.2	1.7	17.2	1.7	36.2	44.8	-	3.4	53.4	19.0	10.3
Service trades, police	65	4.6	10.8	43.1	-	4.6	16.9	6.2	24.6	26.2	3.1	3.1	47.7	10.8	9.2
Agriculture	24	12.5	25.0	45.8	-	12.5	-	4.2	54.2	20.8	8.3	-	50.0	20.8	4.2
Home economics	38	-	21.1	13.2	-	2.6	15.8	2.6	26.3	28.9	-	2.6	44.7	7.9	2.6
Business education	392	5.6	13.5	41.8	3.6	4.1	21.2	1.0	29.3	25.5	4.6	2.3	46.2	14.3	6.4
Distributive education	62	9.7	22.6	50.0	4.8	9.7	32.3	1.6	41.9	40.3	6.5	1.6	58.1	21.0	14.5
Health	173	4.6	11.0	27.7	4.0	9.8	5.8	2.3	17.3	32.4	0.6	2.3	38.7	5.2	13.9

[a] - = too little emphasis + = too much emphasis

TABLE A-69

DESIRABILITY OF MORE INTENSIVE VOCATIONAL TRAINING AND GUIDANCE IN THE JUNIOR HIGH SCHOOL BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	Helpful	Injurious	Impractical	No Opinion	Number	Helpful	Injurious	Impractical	No Opinion
TOTAL	8648	51.5	12.3	32.6	3.7	3001	46.9	15.4	33.5	3.3
Total academic	6345	50.8	13.6	32.1	3.5	1539	41.3	18.6	36.3	3.8
Science	916	49.3	14.0	33.1	3.6	327	38.8	16.2	41.9	3.1
Mathematics	901	47.1	11.7	37.7	3.6	236	31.3	16.5	43.6	2.5
Social studies	1153	53.9	13.9	29.8	2.4	322	47.8	19.6	29.5	3.1
English	1626	49.5	14.1	32.8	3.6	350	40.0	22.3	31.1	6.6
Foreign language	537	51.4	12.8	30.5	5.2	71	47.9	7.0	38.0	7.0
Fine arts	411	44.8	15.1	35.5	4.6	99	31.3	21.2	44.4	3.0
Physical education	707	56.9	14.0	26.2	3.0	117	43.6	21.4	33.3	1.7
Other	94	62.8	11.7	19.1	6.4	17	58.8	11.8	29.4	-
Total vocational	2303	53.4	8.6	34.0	4.0	1462	53.3	12.4	30.6	3.8
Engineering	256	59.0	9.0	27.0	5.1	399	56.1	12.8	28.3	2.8
Automotive	188	63.8	6.4	28.7	1.1	164	61.1	8.5	24.4	5.5
Trades	296	62.2	5.4	27.7	4.7	87	51.0	8.0	33.3	4.6
Graphics	98	61.2	7.1	27.6	4.1	58	56.9	13.8	24.1	5.2
Service trades, police	57	54.4	10.5	26.3	8.8	65	53.8	16.9	27.7	1.5
Agriculture	49	61.2	4.1	32.7	2.0	24	33.3	12.5	45.8	8.3
Home economics	350	53.1	11.1	32.6	3.1	38	52.6	10.5	36.8	-
Business education	885	44.2	9.6	42.0	4.2	392	46.4	14.5	35.7	3.3
Distributive	91	60.5	2.3	25.9	3.7	62	56.5	6.5	32.3	4.8
Health	4[illegible]	65.1	9.9	27.9	4.7	173	54.3	12.7	27.7	5.2

TABLE A-70

BEST PLACE FOR OCCUPATIONAL TRAINING FOR JOBS REQUIRING LESS THAN BACHELOR'S DEGREE BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	Postsecondary Institution	On the Job	High School	No Opinion	Number	Postsecondary Institution	On the Job	High School	No Opinion
TOTAL	8648	15.2	47.1	34.0	3.7	3001	45.4	31.5	18.8	4.2
Total academic	6345	15.5	50.0	31.1	3.4	1539	41.6	39.1	15.9	3.4
Science	916	18.3	48.8	29.9	2.9	327	53.2	30.9	12.2	3.7
Mathematics	901	12.9	55.6	28.6	2.9	236	41.9	43.2	12.3	2.5
Social studies	1153	15.3	48.7	33.0	3.0	322	42.2	39.1	15.5	3.1
English	1626	15.5	51.0	30.2	3.3	350	36.3	39.4	19.1	5.1
Foreign language	537	16.6	46.4	31.8	5.2	71	28.2	47.9	21.1	2.8
Fine arts	411	16.5	47.9	30.9	4.6	99	34.3	43.4	19.2	3.0
Physical education	707	15.6	48.5	32.8	3.1	117	35.0	42.7	20.5	1.7
Other	94	5.3	47.9	39.4	7.4	17	52.9	41.2	5.7	-
Total vocational	2303	14.5	39.1	42.0	4.5	1462	49.4	23.8	21.8	5.0
Engineering technology	256	10.2	36.3	48.8	4.7	399	46.9	28.8	20.6	3.8
Automotive	188	16.0	22.9	58.0	3.2	164	50.6	15.9	26.2	7.3
Trades	296	12.8	38.2	42.6	6.4	87	47.1	14.9	32.2	5.7
Graphics	98	14.3	29.6	50.0	6.1	58	53.4	19.0	20.7	6.9
Service trades, police	57	7.0	14.0	73.7	5.3	65	47.7	29.2	18.5	4.6
Agriculture	49	20.4	42.9	32.7	4.1	24	58.3	16.7	12.5	12.5
Home economics	350	16.6	56.3	24.3	2.9	38	44.7	26.3	18.4	10.5
Business education	885	15.4	29.2	41.2	4.2	392	49.5	23.5	22.7	4.3
Distributive education	81	4.9	49.4	39.5	6.2	62	41.9	33.9	21.0	3.2
Health	43	20.2	20.9	41.9	7.0	173	56.6	21.4	17.3	4.6

TABLE A-71

PROBABLE OUTCOME OF PART-TIME STUDENT EMPLOYMENT PROGRAMS LIKE NEIGHBORHOOD YOUTH CORPS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS				POSTSECONDARY TEACHERS			
	Number	Keep Student in School	Trap in Low Level Job	No Opinion	Number	Keep Student in School	Trap in Low Level Job	No Opinion
TOTAL	8648	67.8	26.0	6.2	3001	62.4	28.7	8.9
Total academic	6345	68.9	24.9	6.2	1539	66.2	23.8	10.0
Science	916	66.7	26.7	6.6	327	63.6	25.1	11.3
Mathematics	901	68.7	24.6	6.7	236	61.0	29.7	9.3
Social studies	1163	68.7	27.0	4.3	322	73.3	19.6	7.1
English	1626	70.4	22.7	6.9	350	64.9	21.1	14.0
Foreign language	537	71.5	21.0	7.4	71	69.0	26.8	4.2
Fine arts	411	59.9	32.4	7.8	99	59.6	31.3	9.1
Physical education	707	70.4	24.6	5.0	117	70.9	19.7	9.4
Other	94	83.0	10.6	6.4	17	82.4	17.6	-
Total vocational	2303	64.7	29.2	6.2	1462	58.4	33.9	7.7
Engineering technology	256	57.4	36.3	6.3	399	54.4	36.1	9.5
Automotive	188	56.9	34.0	9.0	164	47.0	45.7	7.3
Trades	296	53.7	40.2	6.1	87	46.0	49.4	4.6
Graphics	98	62.2	31.6	6.1	58	55.2	36.2	8.6
Service trades, police	57	54.4	33.3	12.3	65	61.5	36.9	1.5
Agriculture	49	61.2	36.7	2.0	24	41.7	37.5	20.8
Home economics	350	76.0	18.3	5.7	38	68.4	23.7	7.9
Business education	885	69.0	25.1	5.9	392	65.6	27.6	6.9
Distributive education	81	56.8	39.5	3.7	62	59.7	33.9	6.5
Health	43	72.1	23.3	4.7	173	68.2	24.3	7.5

TABLE A-72

BEST WAY TO PROVIDE EXPENSIVE VOCATIONAL TRAINING FOR HIGH SCHOOL STUDENTS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	Area Vocational Center	Specialized Schools	Spli Program	No Opinion	Number	Area Vocational Center	Specialized Schools	Split Program	No Opinion
TOTAL	8648	41.6	11.0	42.5	4.9	3001	33.4	10.9	49.7	6.0
Total academic	6345	42.1	10.9	42.1	4.9	1539	33.4	12.0	47.9	6.8
Science	916	39.6	11.0	44.9	4.5	327	32.1	11.3	50.2	6.4
Mathematics	901	44.0	11.4	40.1	4.6	236	35.2	12.7	46.6	5.5
Social studies	1153	46.9	9.9	39.5	3.7	322	35.7	14.0	43.8	6.5
English	1626	41.5	11.4	32.5	4.7	350	34.3	10.9	45.4	9.4
Foreign language	537	38.7	10.6	43.6	7.1	71	31.0	11.3	49.3	8.5
Fine arts	411	36.7	8.5	48.4	6.3	99	25.0	13.1	55.6	6.1
Physical education	707	43.0	11.2	40.5	5.4	117	31.6	11.1	53.8	3.4
Other	94	39.4	19.1	35.1	6.4	17	41.2	5.7	52.9	-
Total vocational	2303	40.1	11.2	43.6	5.1	1462	33.5	9.6	51.6	5.2
Engineering technology	256	41.4	11.7	41.8	5.1	399	37.1	8.8	48.1	6.0
Automotive	188	48.9	10.6	37.2	3.2	164	31.7	9.1	53.0	6.1
Trades	296	48.3	12.2	35.5	4.1	87	29.9	6.9	58.6	4.6
Graphics	98	33.7	14.3	46.9	5.1	58	22.4	12.2	53.4	6.9
Service trades, police	57	36.8	19.3	35.1	8.8	65	27.7	9.2	61.5	1.5
Agriculture	49	40.8	6.1	46.9	6.1	24	4.2	4.2	83.3	8.3
Home economics	350	33.1	13.1	49.4	4.3	38	36.8	10.5	52.6	-
Business education	885	37.7	10.1	46.2	6.0	392	39.3	9.7	46.7	4.3
Distributive education	81	44.4	9.9	43.6	7.0	62	38.7	4.8	50.0	6.5
Health	43	53.5	2.3	37.2	2.5	173	23.1	13.3	57.8	5.8

TABLE A-73

DESIRABILITY OF GOAL OF BOTH A SOUND GENERAL EDUCATION AND A SALEABLE SKILL FOR THE HIGH SCHOOL GRADUATE BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS				POSTSECONDARY TEACHERS			
	Number	Unrealistic	Desirable	No Opinion	Number	Unrealistic	Desirable	No Opinion
TOTAL	8648	34.2	59.9	5.8	3001	47.2	44.7	8.2
Total academic	6345	38.4	55.4	6.2	1539	47.9	42.9	9.2
Science	916	37.7	58.1	4.3	327	54.1	36.7	9.2
Mathematics	901	44.1	50.7	5.2	236	57.2	34.3	8.5
Social studies	1153	38.6	55.6	5.8	322	43.2	47.5	9.3
English	1626	38.1	54.4	7.5	350	44.6	43.7	11.7
Foreign language	537	43.0	49.9	7.1	71	47.9	45.1	7.0
Fine arts	411	36.3	57.2	6.6	99	51.5	44.4	4.0
Physical education	707	31.7	61.8	6.5	117	30.8	60.7	8.5
Other	94	25.5	67.0	7.4	17	52.9	41.2	5.7
Total vocational	2303	22.7	72.4	4.9	1462	46.4	46.4	7.1
Engineering technology	256	22.3	73.8	3.9	399	47.6	46.1	6.3
Automotive	188	20.7	71.3	8.0	164	49.4	44.5	6.1
Trades	296	23.3	72.3	4.4	87	48.3	48.3	3.4
Graphics	98	16.3	78.6	5.1	58	50.0	39.7	10.3
Service trades, police	57	19.3	70.2	10.5	65	50.8	46.2	3.1
Agriculture	49	26.5	71.4	2.0	24	50.0	37.5	12.5
Home economics	350	30.0	62.0	8.0	38	39.5	57.9	2.6
Business education	885	21.0	75.4	3.6	392	44.1	49.5	6.4
Distributive education	81	17.3	82.7	-	62	30.6	58.1	11.3
Health	43	30.2	65.1	4.7	173	49.1	38.2	12.7

TABLE A-74

VALIDITY OF THE CHARGE THAT VOCATIONAL HIGH SCHOOL MAJORS CANNOT "MAKE IT" IN COLLEGE BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	Untrue	True	Irrelevant	No Opinion	Number	Untrue	True	Irrelevant	No Opinion
TOTAL	8648	34.7	28.7	29.8	6.7	3001	34.8	33.4	22.9	8.9
Total academic	6345	29.9	31.0	32.5	6.7	1539	27.9	37.6	24.5	9.9
Science	916	27.3	33.5	33.7	5.5	327	23.2	38.8	27.8	10.1
Mathematics	901	28.3	30.5	36.0	5.2	236	23.7	46.6	22.9	6.8
Social studies	1153	35.6	28.6	29.3	6.4	322	32.6	31.1	26.1	10.2
English	1626	26.8	31.3	34.7	7.3	350	22.3	41.1	22.0	14.6
Foreign language	537	27.0	29.1	36.9	7.1	71	31.0	35.2	22.5	11.3
Fine arts	411	29.7	29.9	31.1	9.2	99	39.4	27.3	27.3	6.1
Physical education	707	34.5	33.7	25.3	6.5	117	41.9	33.3	19.7	5.1
Other	94	36.2	28.7	23.4	11.7	17	29.4	35.3	35 3	-
Total vocational	2303	48.1	22.5	22.5	6.9	1462	42.1	28.9	21.1	7.9
Engineering technology	256	49.2	24.2	19.1	7.4	399	31.1	34.3	28.1	6.5
Automotive	188	46.3	21.3	25.0	7.4	164	51.2	22.0	15.2	11.6
Trades	296	47.3	23.6	22.0	7.1	87	36.8	26.4	31.0	5.7
Graphics	98	45.9	27.6	20.4	6.1	58	46.6	27.6	19.0	6.9
Service trades, police	57	43.9	28.1	15.8	12.3	65	46.2	27.7	20.0	6.2
Agriculture	49	61.2	6.1	26.5	6.1	24	45.8	25.0	20.8	8.3
Home economics	350	40.3	25.4	28.3	6.0	38	57.9	21.1	15.8	5.3
Business education	885	50.2	21.2	22.3	6.3	392	47.7	28.8	17.1	6.4
Distributive education	81	58.0	21.0	11.1	9.9	62	46.8	27.4	19.7	11.3
Health	43	51.2	16.3	23.3	9.3	173	39.9	28.3	14.5	12.1

TABLE A-75

BEST INSTITUTIONAL ARRANGEMENT FOR TWO-YEAR COLLEGE ACADEMIC AND VOCATIONAL PROGRAMS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	Separate Schools	Separate Classes	Same Classes	No Opinion	Number	Separate Schools	Separate Classes	Same Classes	No Opinion
TOTAL	8648	37.5	24.1	33.7	4.6	3001	20.3	33.7	41.5	4.5
Total academic	6345	39.0	25.4	31.3	4.4	1539	15.3	38.8	41.9	4.0
Science	916	37.4	27.2	31.7	3.7	327	14.1	46.2	36.1	3.7
Mathematics	901	38.5	29.6	27.9	4.0	236	15.3	41.1	38.1	5.5
Social studies	1153	38.4	25.8	32.8	2.9	322	25.4	32.9	47.5	3.1
English	1626	41.6	25.3	28.4	4.6	350	14.9	39.1	40.6	5.4
Foreign language	537	42.5	23.8	28.1	5.6	71	14.1	29.6	42.3	2.8
Fine arts	411	35.8	25.1	33.3	5.8	99	16.5	33.3	50.5	2.0
Physical education	707	35.1	19.5	40.2	5.2	117	9.4	39.3	47.9	3.4
Other	94	42.6	14.9	35.1	7.4	17	29.4	35.3	35.3	-
Total vocational	2303	33.6	20.8	40.4	5.3	1462	25.6	28.2	41.2	5.0
Engineering technology	256	30.5	22.3	39.5	7.8	399	31.3	34.1	30.6	4.0
Automotive	188	42.0	13.8	39.4	4.8	164	41.5	23.2	28.7	6.7
Trades	296	33.1	20.6	40.2	6.1	87	34.5	33.3	24.1	8.0
Graphics	98	36.7	13.3	42.9	7.1	58	22.4	25.9	48.3	3.4
Service trades, police	57	31.6	17.5	42.1	8.8	65	26.2	13.8	55.4	4.6
Agriculture	49	40.8	36.7	20.4	2.0	24	20.8	12.5	62.5	4.2
Home economics	350	34.3	25.1	35.1	5.4	38	21.1	26.3	44.7	7.9
Business education	885	31.8	20.2	43.8	4.2	392	17.3	25.8	52.6	4.3
Distributive education	81	30.9	22.2	42.0	4.9	62	22.6	41.9	53.2	6.5
Health	43	41.9	18.6	34.9	4.7	173	15.0	26.6	29.0	5.2

TABLE A-76

PROBABLE OUTCOME OF MORE RIGID ENTRANCE REQUIREMENTS FOR OCCUPATIONAL PROGRAMS
BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS				POSTSECONDARY TEACHERS			
	Number	Enhance Prestige	Exclude Target Population	No Opinion	Number	Enhance Prestige	Exclude Target Population	No Opinion
TOTAL	8648	40.3	54.0	5.7	3001	31.8	61.4	6.8
Total academic	6345	36.4	57.6	6.0	1539	25.3	67.5	7.1
Science	916	35.6	59.7	4.7	327	27.8	66.1	6.1
Mathematics	901	36.2	58.9	4.9	236	22.5	74.2	3.4
Social studies	1153	37.7	57.2	5.1	322	23.3	67.7	9.0
English	1626	33.9	58.9	7.1	350	24.3	64.3	11.4
Foreign language	537	32.4	59.8	7.8	71	28.2	66.2	5.6
Fine arts	411	36.3	56.7	7.1	99	23.2	72.7	4.0
Physical education	707	45.0	49.4	5.7	117	31.6	65.8	2.6
Other	94	30.9	62.8	6.4	17	35.3	52.9	11.8
Total vocational	2303	51.2	43.9	4.9	1462	38.6	55.0	6.4
Engineering technology	256	52.7	41.4	5.9	399	36.8	56.6	6.5
Automotive	188	74.5	19.7	5.9	164	51.2	43.3	5.5
Trades	296	63.2	32.1	4.7	87	54.0	42.5	3.4
Graphics	98	66.3	30.6	3.1	58	41.4	50.0	8.6
Service trades, police	57	57.9	28.1	14.0	65	33.8	60.0	6.2
Agriculture	49	44.9	51.0	4.1	24	29.2	54.2	16.7
Home economics	350	44.0	51.1	4.9	38	44.7	47.4	7.9
Business education	885	42.6	53.3	4.1	392	33.4	61.5	5.1
Distributive education	81	53.1	34.9	2.5	62	30.6	54.3	7.5
Health	43	55.8	44.4	9.3	173	38.2	58.1	11.3

TABLE A-77

EVALUATION OF CURRENT OCCUPATIONAL PROGRAMS BY SUBJECT TAUGHT
(In Percentages)

Subject	SECONDARY TEACHERS					POSTSECONDARY TEACHERS				
	Number	Realistic	Out of Date	Neglect Nonaverage Student	No Opinion	Number	Realistic	Out of Date	Neglect Nonaverage Student	No Opinion
TOTAL	8648	32.9	20.0	37.7	9.4	3001	38.4	14.5	35.5	11.0
Total academic	6345	29.9	22.2	37.7	10.2	1539	31.2	18.7	36.2	13.9
Science	916	31.0	24.5	36.6	8.0	327	35.8	14.4	36.4	13.5
Mathematics	901	30.5	19.2	38.7	11.5	236	33.5	16.9	37.7	11.9
Social studies	1153	26.8	26.9	37.0	9.3	322	25.8	29.2	33.5	11.5
English	1626	28.2	21.1	39.5	11.2	350	24.6	17.4	37.4	20.6
Foreign language	537	28.7	20.7	36.7	14.0	71	38.0	16.9	31.0	14.1
Fine arts	411	29.7	22.4	37.5	10.5	99	24.3	10.1	40.4	15.2
Physical education	707	38.0	18.4	35.2	8.3	117	26.8	18.8	38.5	6.0
Other	94	30.9	25.5	39.4	4.3	17	64.7	11.8	17.6	5.7
Total vocational	2303	41.1	13.9	37.7	7.3	1462	46.4	10.7	34.9	8.0
Engineering technology	256	40.2	17.6	37.1	5.1	399	48.6	11.5	31.1	8.8
Automotive	188	51.6	13.8	26.6	8.0	164	45.1	9.8	37.2	7.9
Trades	296	41.2	20.6	32.1	6.1	87	51.7	12.6	31.0	4.6
Graphics	98	41.8	9.2	41.8	7.1	58	37.9	12.1	36.2	13.8
Service trades, police	57	45.6	10.5	33.3	10.5	65	50.8	10.8	33.8	4.6
Agriculture	49	36.7	14.3	44.9	4.1	24	33.3	20.8	37.5	8.3
Home economics	350	40.0	10.6	40.3	9.1	38	36.8	2.6	55.3	5.3
Business education	885	37.6	13.0	41.7	7.7	392	43.4	10.5	38.3	7.9
Distributive education	81	46.9	12.3	35.8	4.9	62	46.8	21.0	25.8	6.5
Health	43	67.4	9.3	18.6	4.7	173	51.4	5.8	34.1	8.7

TABLE A-78

ADEQUACY OF SCHOOL'S VOCATIONAL COUNSELING
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	22.7	35.6	28.6	2.6	10.5
Small Comprehensive High School	3059	20.6	37.9	28.7	3.1	9.8
Administrators	131	39.7	38.9	17.6	3.8	-
Counselors	166	25.3	44.6	27.7	.6	1.8
Academic teachers	2171	20.0	38.3	27.1	2.9	11.8
Vocational teachers	596	16.9	33.9	37.2	4.4	6.7
Large Comprehensive High School	5114	21.2	35.0	30.1	2.4	11.3
Administrators	184	35.9	41.3	17.4	1.1	4.3
Counselors	328	20.1	37.5	38.1	2.1	2.1
Academic teachers	3597	22.2	35.6	27.1	1.8	13.3
Vocational teachers	1005	11.0	23.5	27.4	3.7	4.0
Vocational High School	1464	32.2	32.9	22.9	2.5	9.4
Administrators	90	46.7	32.2	16.7	1.1	3.3
Counselors	90	50.0	18.9	26.7	1.1	3.3
Academic teachers	577	33.6	37.3	17.7	.9	10.6
Vocational teachers	707	27.0	31.3	27.5	4.2	10.1
TOTAL POSTSECONDARY	3500	32.7	31.7	18.0	1.0	16.6
Vocational-Technical Center	775	38.2	36.0	15.0	1.2	9.7
Administrators	62	51.6	32.3	11.3	-	4.8
Counselors	34	67.7	20.6	8.8	-	2.9
Academic teachers	124	28.3	39.5	14.5	2.4	15.3
Vocational teachers	555	37.1	36.6	15.9	1.1	9.4
Small Junior College	1021	24.3	29.3	22.1	1.9	22.4
Administrators	90	37.8	38.9	18.9	-	4.4
Counselors	63	30.1	31.7	34.9	1.6	1.6
Academic teachers	630	22.1	29.0	21.1	2.2	25.5
Vocational teachers	238	23.5	29.2	22.1	1.8	22.7
Large Junior College	1704	35.2	31.3	16.9	.4	16.3
Administrators	123	49.6	34.1	13 9	-	2.4
Counselors	126	54.0	27.0	15.1	.8	3.2
Academic teachers	786	31.5	33.1	16.2	.3	19.1
Vocational teachers	669	33.4	29.4	18.7	.6	18.0

TABLE A-79

ADEQUACY OF SCHOOL'S VOCATIONAL PLACEMENT
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	3500	38.3	27.0	12.8	1.9	20.0
Small Comprehensive High School	775	55.1	28.4	7.1	.4	9.0
Administrators	62	70.9	22.6	3.2	-	3.2
Counselors	34	52.9	35.3	8.8	-	2.9
Academic teachers	124	50.8	25.8	4.0	.8	18.5
Vocational teachers	555	54.4	29.2	8.1	.4	7.9
Large Comprehensive High School	1021	24.2	25.8	17.3	4.7	28.0
Administrators	90	34.5	38.9	16.6	5.6	4.4
Counselors	63	26.9	27.0	33.3	6.3	6.3
Academic teachers	630	19.9	24.9	15.3	5.2	34.8
Vocational teachers	238	31.1	22.7	18.9	2.5	24.8
Vocational High School	1704	39.2	27.2	12.6	.9	20.1
Administrators	123	57.7	24.4	12.2	.8	4.9
Counselors	126	49.2	32.5	10.3	2.4	5.6
Academic teachers	786	32.8	29.9	11.9	.5	25.0
Vocational teachers	669	41.3	23.5	14.0	1.2	20.1
TOTAL POSTSECONDARY	9637	23.1	33.6	23.5	4.4	15.8
Vocational-Technical Center	3059	15.5	36.6	27.3	6.6	15.2
Administrators	131	24.4	46.6	22.1	6.1	.8
Counselors	166	18.1	38.6	27.1	12.6	3.6
Academic teachers	2171	15.4	35.3	25.2	5.8	18.3
Vocational teachers	591	12.4	35.7	34.9	6.9	10.2
Small Junior College	5114	19.8	34.0	15.8	4.0	17.9
Administrators	184	22.3	42.4	24.5	3.3	7.6
Counselors	328	14.6	36.9	34.8	9.5	2.7
Academic teachers	3597	19.9	34.5	21.4	3.2	21.1
Vocational teachers	1005	20.6	29.8	31.6	5.3	12.8
Large Junior College	1464	50.6	26.0	12.8	1.2	9.4
Administrators	90	68.9	17.8	6.6	-	6.7
Counselors	90	47.8	30.0	17.8	1.1	3.3
Academic teachers	577	47.9	28.6	12.1	.9	10.6
Vocational teachers	707	50.7	24.5	13.4	1.7	9.6

TABLE A-80

BREADTH OF VOCATIONAL COURSES
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	28.4	28.3	29.2	2.1	11.6
Small Comprehensive High School	3059	17.6	31.3	38.5	2.5	10.1
Administrators	131	19.8	37.4	37.4	3.0	2.3
Counselors	166	19.3	24.7	50.6	2.4	3.0
Academic teachers	2171	15.6	31.0	38.8	2.0	12.4
Vocational teachers	591	24.0	32.7	34.0	3.9	5.4
Large Comprehensive High School	5114	24.7	29.6	29.9	2.4	13.3
Administrators	184	32.0	33.7	25.0	3.3	6.0
Counselors	328	21.0	30.5	41.2	3.0	4.3
Academic teachers	3597	22.8	29.2	30.0	2.0	16.0
Vocational teachers	1005	31.6	30.0	26.9	3.6	8.0
Vocational High School	1464	63.7	20.1	7.0	.2	8.9
Administrators	90	73.4	13.3	5.5	-	7.8
Counselors	90	62.2	18.9	12.2	-	6.7
Academic teachers	577	60.7	22.2	6.9	-	10.2
Vocational teachers	707	65.2	19.5	6.6	.4	8.2
TOTAL POSTSECONDARY	3500	48.1	22.8	12.0	1.5	15.6
Vocational-Technical Center	775	59.7	26.2	5.3	.1	8.6
Administrators	62	54.8	30.6	6.5	-	8.1
Counselors	34	61.7	35.3	2.9	-	-
Academic teachers	124	55.7	25.0	7.3	.8	11.3
Vocational teachers	555	61.0	25.4	4.9	-	8.7
Small Junior College	1021	28.9	26.7	18.3	4.7	21.6
Administrators	90	25.6	36.7	31.1	3.3	3.3
Counselors	63	38.1	20.6	34.9	4.8	1.6
Academic teachers	630	25.8	24.9	16.8	6.2	26.2
Vocational teachers	238	34.9	29.4	13.0	1.3	21.4
Large Junior College	1704	54.3	19.0	11.3	.2	15.2
Administrators	123	57.7	22.0	15.4	.8	4.0
Counselors	126	63.5	16.7	15.9	.8	3.2
Academic teachers	786	47.9	21.1	12.2	.3	18.5
Vocational teachers	669	59.6	16.3	8.5	-	15.5

TABLE A-81

SUITABILITY OF VOCATIONAL COURSES FOR LOCAL JOB MARKET
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	24.0	31.7	23.9	3.2	17.1
Small Comprehensive High School	3059	15.7	33.5	30.5	4.4	16.0
Administrators	131	21.4	42.0	31.3	3.8	1.6
Counselors	166	18.1	35.6	34.9	8.4	3.0
Academic teachers	2171	12.7	31.9	31.3	4.2	19.9
Vocational teachers	591	24.7	36.7	26.2	3.9	8.5
Large Comprehensive High School	5114	19.8	32.6	24.6	3.3	19.7
Administrators	184	27.2	42.9	19.6	1.6	8.7
Counselors	328	14.9	35.4	36.9	6.4	6.4
Academic teachers	3597	17.6	31.3	24.0	3.0	24.2
Vocational teachers	1005	28.2	34.4	23.6	3.9	10.0
Vocational High School	1464	56.0	25.1	8.0	.3	10.5
Administrators	90	71.1	23.3	-	-	5.5
Counselors	90	56.7	23.3	15.6	-	4.4
Academic teachers	577	48.0	28.4	10.0	.2	13.3
Vocational teachers	707	60.5	22.9	6.4	.6	9.7
TOTAL POSTSECONDARY	3500	53.1	21.9	6.9	1.5	16.6
Vocational-Technical Center	775	64.6	24.0	3.7	.1	19.9
Administrators	62	64.5	27.4	3.2	-	24.2
Counselors	34	79.4	14.7	2.9	-	2.9
Academic teachers	124	65.4	19.4	3.2	.8	11.3
Vocational teachers	555	63.6	25.2	4.0	-	7.2
Small Junior College	1021	38.5	21.8	10.0	4.6	25.1
Administrators	90	53.4	23.3	12.2	3.3	7.7
Counselors	63	49.2	27.0	12.6	7.9	3.2
Academic teachers	630	33.0	20.0	11.1	5.6	30.3
Vocational teachers	238	44.5	24.8	5.5	1.7	23.5
Large Junior College	1704	56.5	21.0	6.6	.3	15.6
Administrators	123	66.7	22.8	6.5	.8	3.2
Counselors	126	65.9	22.2	7.1	.8	4.0
Academic teachers	786	49.2	22.0	7.1	.3	21.4
Vocational teachers	669	61.4	19.3	5.8	.1	13.3

TABLE A-82

SUITABILITY OF VOCATIONAL COURSES FOR FURTHER VOCATIONAL TRAINING
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	27.0	34.0	18.4	2.3	18.3
Small Comprehensive High School	3059	18.3	37.3	25.1	2.8	16.6
Administrators	131	28.2	42.7	22.1	4.6	2.3
Counselors	156	21.7	39.2	29.5	4.2	5.4
Academic teachers	2171	14.0	36.3	26.6	2.6	20.5
Vocational teachers	591	30.6	38.9	19.0	1.2	1.5
Large Comprehensive High School	5114	23.2	34.7	18.4	2.6	21.1
Administrators	184	32.6	44.0	13.6	1.6	8.2
Counselors	328	26.2	36.3	26.8	4.3	6.4
Academic teachers	3597	19.7	33.3	18.2	2.4	26.4
Vocational teachers	1005	32.8	37.5	17.1	3.1	9.5
Vocational High School	1464	58.4	24.6	4.8	.3	11.8
Administrators	90	65.5	23.3	-	-	11.1
Counselors	90	64.5	17.8	8.9	-	8.9
Academic teachers	577	52.2	28.4	4.9	-	14.5
Vocational teachers	707	61.8	22.5	5.1	.6	10.0
TOTAL POSTSECONDARY	3500	47.4	23.5	5.6	2.1	21.5
Vocational-Technical Center	775	57.6	26.7	3.6	.9	11.2
Administrators	62	53.2	24.2	9.7	1.6	11.3
Counselors	34	64.7	23.5	-	-	11.7
Academic teachers	124	55.6	24.2	5.6	.8	13.7
Vocational teachers	555	58.0	27.7	2.7	.9	10.7
Small Junior College	1021	32.5	24.5	6.7	5.9	30.5
Administrators	90	44.4	31.1	5.5	4.4	14.4
Counselors	63	38.1	34.9	9.6	7.9	9.5
Academic teachers	630	27.0	21.9	7.5	7.0	36.7
Vocational teachers	238	41.2	26.1	4.2	2.9	25.7
Large Junior College	1704	51.6	21.4	5.8	.5	20.7
Administrators	123	65.9	18.7	7.3	2.4	5.7
Counselors	126	65.0	23.8	5.6	.8	4.8
Academic teachers	786	43.0	23.5	5.0	.1	28.3
Vocational teachers	669	56.6	18.8	6.5	.4	17.5

TABLE A-83

BOARD OF EDUCATION SUPPORT FOR INNOVATIONS IN VOCATIONAL PROGRAMS
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	25.5	31.8	18.7	2.6	21.4
Small Comprehensive High School	3059	21.8	33.8	21.6	3.6	19.3
Administrators	131	37.4	40.5	12.2	6.9	3.1
Counselors	166	27.1	39.2	24.7	2.4	6.6
Academic teachers	2171	19.6	32.6	21.2	3.6	23.1
Vocational teachers	591	25.0	35.2	16.2	6.8	12.7
Large Comprehensive High School	5114	24.9	31.5	17.7	2.5	23.4
Administrators	184	50.0	27.7	10.9	1.1	10.3
Counselors	328	28.7	33.8	25.6	3.0	8.8
Academic teachers	3597	22.2	30.6	16.7	2.4	28.1
Vocational teachers	1005	28.9	34.6	19.9	2.9	13.7
Vocational High School	1464	35.0	28.8	16.1	1.0	19.1
Administrators	90	52.2	31.1	12.2	-	4.4
Counselors	90	35.6	32.2	17.8	-	14.5
Academic teachers	577	31.8	28.6	15.6	1.2	22.9
Vocational teachers	707	35.4	28.3	16.7	1.1	18.5
TOTAL POSTSECONDARY	3500	40.5	22.2	8.2	3.1	25.9
Vocational-Technical Center	775	40.8	29.3	8.5	1.7	19.7
Administrators	62	48.3	29.0	8.0	1.6	12.9
Counselors	34	58.8	23.5	5.9	2.9	8.8
Academic teachers	124	46.0	19.4	8.1	3.2	23.3
Vocational teachers	555	37.6	31.9	8.9	1.3	20.3
Small Junior College	1021	35.6	17.9	5.4	5.6	35.6
Administrators	90	52.2	20.0	4.4	5.6	17.7
Counselors	63	52.3	28.6	4.8	4.8	9.5
Academic teachers	630	32.6	15.2	6.3	6.3	39.5
Vocational teachers	238	41.7	21.4	10.8	2.1	24.1
Large Junior College	1704	43.4	21.5	9.8	2.2	22.9
Administrators	123	62.6	15.4	6.6	4.9	10.6
Counselors	126	52.3	25.4	10.4	6.3	5.6
Academic teachers	786	40.5	22.1	9.5	1.3	26.7
Vocational teachers	669	41.7	21.4	10.8	2.1	24.1

TABLE A-84

ADEQUACY OF SCHOOL'S ACADEMIC COUNSELING
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	37.1	37.8	17.3	.6	7.4
Small Comprehensive High School	3059	35.6	39.6	17.7	.5	6.6
Administrators	131	67.2	28.2	3.8	.8	-
Counselors	166	67.5	27.7	3.0	-	1.8
Academic teachers	2171	31.4	40.8	19.9	.5	7.4
Vocational teachers	591	35.2	41.1	16.4	.8	.5
Large Comprehensive High School	5114	40.8	36.3	16.8	.3	6.3
Administrators	184	82.1	13.6	1.6	-	2.7
Counselors	328	65.2	29.6	4.0	-	1.2
Academic teachers	2597	36.4	37.6	19.1	.4	6.5
Vocational teachers	1005	38.9	37.8	15.4	-	7.9
Vocational High School	1464	27.6	39.2	18.3	2.0	12.9
Administrators	90	41.1	40.0	8.9	-	10.0
Counselors	90	36.6	42.2	6.7	1.1	3.3
Academic teachers	577	24.4	39.3	18.2	2.0	13.0
Vocational teachers	707	26.0	38.8	15.7	2.4	17.2
TOTAL POSTSECONDARY	3500	33.4	35.5	15.4	1.5	14.2
Vocational-Technical Center	775	21.7	37.0	16.8	6.3	18.2
Administrators	62	17.8	38.7	9.7	11.3	22.6
Counselors	34	41.2	23.5	20.5	5.9	8.8
Academic teachers	124	22.5	38.7	18.6	4.0	16.1
Vocational teachers	555	20.7	37.3	16.9	6.3	18.8
Small Junior College	1021	32.6	37.4	16.0	.2	13.8
Administrators	90	56.7	37.8	4.4	-	1.1
Counselors	63	50.8	30.2	19.1	-	-
Academic teachers	630	30.3	36.7	19.0	.2	13.8
Vocational teachers	238	24.8	41.2	11.3	.4	22.3
Large Junior College	1704	39.2	33.7	14.4	.2	12.6
Administrators	123	68.3	28.5	.8	-	2.4
Counselors	126	75.5	22.2	1.6	-	.8
Academic teachers	786	33.5	36.6	19.7	.4	9.8
Vocational teachers	669	33.8	33.3	13.0	-	19.9

TABLE A-85

ADEQUACY OF SCHOOL'S ACADEMIC PLACEMENT
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	34.2	38.4	12.1	1.4	13.9
Small Comprehensive High School	3059	10.7	41.1	11.9	1.5	11.8
Administrators	131	62.6	32.8	3.8	-	.8
Counselors	166	54.8	34.9	5.4	.6	4.2
Academic teachers	2171	31.3	41.7	12.6	1.7	12.8
Vocational teachers	591	30.1	42.6	13.2	1.4	12.7
Large Comprehensive High School	5114	38.1	37.6	10.9	.9	12.7
Administrators	184	72.8	19.6	2.7	.5	4.3
Counselors	328	55.5	35.1	5.2	1.2	3.0
Academic teachers	3597	35.9	38.4	11.8	.9	13.0
Vocational teachers	1005	33.6	38.6	10.9	.8	16.0
Vocational High School	1464	21.9	35.7	16.6	3.1	22.8
Administrators	90	30.0	37.8	5.5	4.4	22.2
Counselors	90	31.1	47.8	13.3	1.1	6.7
Academic teachers	577	20.6	36.7	25.1	2.3	15.3
Vocational teachers	707	20.6	33.0	11.4	3.8	31.1
TOTAL POSTSECONDARY	3500	25.6	34.4	10.4	4.7	24.9
Vocational-Technical Center	775	15.7	36.1	11.7	10.6	25.8
Administrators	62	16.2	25.8	6.5	12.9	38.7
Counselors	34	20.5	35.3	14.7	11.8	17.6
Academic teachers	124	15.3	34.7	19.3	4.0	26.6
Vocational teachers	555	15.5	37.7	10.5	11.7	24.7
Small Junior College	1021	24.4	36.0	10.6	4.1	24.9
Administrators	90	47.8	35.6	5.5	6.7	4.4
Counselors	63	44.4	33.3	11.1	6.3	4.8
Academic teachers	630	21.2	36.7	12.1	3.8	26.2
Vocational teachers	238	18.5	35.3	8.4	3.4	34.4
Large Junior College	1704	30.8	32.7	9.7	2.4	24.4
Administrators	123	48.8	31.7	6.5	1.6	11.4
Counselors	126	57.2	29.4	4.0	1.6	8.0
Academic teachers	786	29.2	34.1	12.0	2.9	21.8
Vocational teachers	669	24.4	31.8	8.6	2.1	33.1

TABLE A-86

BREADTH OF ACADEMIC COURSES
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	47.7	35.7	8.2	.4	8.0
Small Comprehensive High School	3059	44.1	40.3	9.2	.1	6.3
Administrators	131	64.9	32.1	2.3	-	.8
Counselors	166	59.6	36.1	2.4	-	1.8
Academic teachers	2171	41.0	40.8	11.1	.2	7.0
Vocational teachers	591	46.5	41.6	5.4	-	6.4
Large Comprehensive High School	5114	55.1	32.2	5.4	.1	7.2
Administrators	184	77.7	16.8	.5	-	4.9
Counselors	328	66.2	29.0	3.4	-	1.6
Academic teachers	3597	52.9	33.1	6.5	.1	7.3
Vocational teachers	1005	54.9	32.8	3.2	-	9.0
Vocational High School	1464	29.4	38.3	16.1	1.9	14.3
Administrators	90	34.5	41.1	10.0	2.2	12.2
Counselors	90	14.7	26.5	17.6	32.4	8.8
Academic teachers	577	27.3	39.2	23.6	.3	9.7
Vocational teachers	707	28.8	37.9	10.6	3.3	19.5
TOTAL POSTSECONDARY	3500	44.8	32.1	7.9	2.2	13.1
Vocational-Technical Center	775	23.9	33.4	12.9	9.3	20.5
Administrators	62	20.9	17.7	9.7	16.1	35.5
Counselors	34	14.7	26.5	17.6	32.4	8.8
Academic teachers	124	30.7	33.1	16.9	3.2	16.1
Vocational teachers	555	23.3	35.7	12.1	8.5	20.5
Small Junior College	1021	43.3	37.2	7.5	.1	11.9
Administrators	90	61.1	31.1	5.5	-	2.2
Counselors	63	50.8	38.1	8.0	-	3.2
Academic teachers	630	41.6	37.9	8.8	.2	11.4
Vocational teachers	238	39.1	37.4	4.6	-	18.9
Large Junior College	1704	55.2	28.3	5.8	.2	10.6
Administrators	123	83.0	12.2	2.4	-	2.4
Counselors	126	70.7	23.8	4.8	-	.8
Academic teachers	786	54.1	30.0	7.8	-	8.0
Vocational teachers	669	48.4	30.2	4.0	.4	16.9

TABLE A-87

SUITABILITY OF ACADEMIC COURSES FOR A STATE COLLEGE
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	53.6	32.1	5.8	.4	8.1
Small Comprehensive High School	3059	54.1	35.3	3.9	.1	6.6
Administrators	131	74.8	24.4	-	.8	-
Counselors	166	70.5	24.1	3.0	-	2.4
Academic teachers	2171	52.0	36.6	4.6	.1	6.8
Vocational teachers	591	52.5	36.6	2.6	-	8.5
Large Comprehensive High School	5114	60.7	29.4	2.6	.2	7.1
Administrators	184	84.2	11.4	-	-	4.3
Counselors	328	74.4	22.3	.9	-	2.4
Academic teachers	3597	42.0	31.0	3.0	.2	7.1
Vocational teachers	1005	59.0	29.5	2.2	.3	9.1
Vocational High School	1464	27.4	34.8	20.8	1.9	15.2
Administrators	90	32.2	38.9	13.3	2.2	13.3
Counselors	90	42.2	37.8	15.5	1.1	3.3
Academic teachers	577	25.8	34.1	29.4	.5	10.1
Vocational teachers	707	26.2	34.4	15.3	3.1	21.1
TOTAL POSTSECONDARY	3500	50.6	23.9	5.8	3.6	16.0
Vocational-Technical Center	775	12.3	24.5	14.7	14.8	33.7
Administrators	62	8.0	14.5	9.7	21.0	46.8
Counselors	34	11.7	14.7	8.8	38.2	26.5
Academic teachers	124	17.7	26.6	27.4	6.5	21.7
Vocational teachers	555	11.5	25.8	12.8	14.6	35.3
Small Junior College	1021	56.8	26.9	3.6	.5	12.1
Administrators	90	75.6	14.4	4.4	-	5.5
Counselors	63	82.6	17.5	-	-	-
Academic teachers	630	57.8	28.1	3.2	.6	10.3
Vocational teachers	238	40.4	31.1	5.5	.4	22.7
Large Junior College	1704	64.3	21.9	3.1	.2	10.3
Administrators	123	86.9	8.9	-	-	4.0
Counselors	126	82.5	11.9	3.2	.8	1.6
Academic teachers	786	66.4	22.6	3.4	-	7.5
Vocational teachers	669	54.2	25.3	3.1	.4	16.9

TABLE A-88

SUITABILITY OF ACADEMIC COURSES FOR A MAJOR UNIVERSITY
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	45.9	32.1	12.8	.7	8.4
Small Comprehensive High School	3059	44.3	36.7	12.1	.2	6.8
Administrators	131	64.1	30.6	3.8	.8	.8
Counselors	166	59.6	29.5	7.8	-	3.0
Academic teachers	2171	42.1	37.2	13.7	.3	6.7
Vocational teachers	591	43.3	38.2	9.1	-	9.3
Large Comprehensive High School	5114	53.8	31.4	7.4	.2	7.1
Administrators	184	76.6	17.4	1.1	-	4.9
Counselors	328	67.7	27.1	3.0	-	2.1
Academic teachers	3597	51.9	31.9	8.8	.2	7.1
Vocational teachers	1005	51.9	33.6	5.2	.2	9.1
Vocational High School	1464	21.9	24.9	33.3	3.7	16.3
Administrators	90	24.5	21.1	38.9	2.2	13.3
Counselors	90	40.0	21.1	33.3	2.2	3.3
Academic teachers	577	20.5	22.9	43.2	3.3	10.2
Vocational teachers	707	20.3	27.6	24.5	4.4	23.2
TOTAL POSTSECONDARY	3500	43.2	24.5	11.7	3.9	16.7
Vocational-Technical Center	775	8.6	18.1	22.8	16.3	34.2
Administrators	62	9.7	14.5	8.0	27.4	40.3
Counselors	34	11.8	8.8	14.7	38.2	26.5
Academic teachers	124	12.9	15.3	41.1	8.1	22.5
Vocational teachers	555	7.4	19.6	20.9	15.5	36.6
Small Junior College	1021	46.7	30.8	8.8	.7	13.0
Administrators	90	70.0	18.9	4.4	-	6.6
Counselors	63	69.9	27.0	1.6	1.6	-
Academic teachers	630	45.9	32.9	9.6	1.0	10.8
Vocational teachers	238	34.0	30.7	10.5	-	24.8
Large Junior College	1704	56.8	23.7	8.4	.2	10.9
Administrators	123	82.1	13.0	1.6	-	3.2
Counselors	126	71.4	19.8	6.4	.8	1.6
Academic teachers	786	58.6	24.3	9.8	-	7.2
Vocational teachers	669	47.3	25.7	8.4	.4	18.3

TABLE A-89

BOARD OF EDUCATIONAL SUPPORT FOR INNOVATIONS IN ACADEMIC PROGRAMS
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	64.9	4.9	11.0	1.2	18.0
Small Comprehensive High School	3059	65.4	4.8	12.5	1.5	15.8
Administrators	131	61.8	28.2	6.1	1.5	2.3
Counselors	166	47.0	35.5	10.8	1.2	5.4
Academic teachers	2171	64.3	1.8	14.3	1.8	17.8
Vocational teachers	596	74.8	2.2	7.4	.3	14.4
Large Comprehensive High School	5114	67.4	4.8	10.0	.9	17.0
Administrators	184	75.0	15.8	2.7	-	6.5
Counselors	328	49.7	36.0	6.7	.3	7.3
Academic teachers	3597	65.9	2.3	12.0	1.1	18.7
Vocational teachers	1005	76.9	1.7	5.1	.3	16.0
Vocational High School	1464	55.4	5.2	11.3	1.9	26.2
Administrators	90	47.8	25.6	8.9	3.3	14.4
Counselors	90	40.0	31.1	12.2	2.2	14.5
Academic teachers	577	55.4	2.6	18.6	1.4	22.2
Vocational teachers	707	58.3	1.4	5.5	2.1	32.7
TOTAL POSTSECONDARY	3500	53.9	4.5	7.8	4.9	28.8
Vocational-Technical Center	775	44.8	2.7	6.5	10.7	35.4
Administrators	62	22.6	11.3	4.8	22.6	38.7
Counselors	34	32.4	14.7	2.9	20.6	29.4
Academic teachers	124	53.2	1.6	9.7	8.1	27.4
Vocational teachers	555	46.1	1.3	6.1	9.4	37.1
Small Junior College	1021	52.2	4.6	5.7	4.9	32.6
Administrators	90	54.4	20.0	1.1	5.6	18.8
Counselors	63	54.0	28.6	4.8	4.8	7.9
Academic teachers	630	51.9	1.4	7.6	5.4	33.7
Vocational teachers	238	51.7	.8	2.5	3.4	41.6
Large Junior College	1704	59.1	5.3	9.7	2.3	23.6
Administrators	123	65.9	13.0	5.7	4.1	11.4
Counselors	126	47.7	32.5	8.8	5.6	5.6
Academic teachers	786	58.5	2.8	14.1	1.9	22.7
Vocational teachers	669	60.7	1.6	5.5	1.9	30.2

TABLE A-90

ADEQUACY OF FOLLOWUP STUDIES OF VOCATIONAL GRADUATES
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	11.8	24.0	26.7	12.0	25.5
Small Comprehensive High School	3059	9.7	25.9	29.9	12.2	22.4
Administrators	131	11.4	37.4	35.1	11.4	4.6
Counselors	166	10.8	24.1	44.0	16.3	4.8
Academic teachers	2171	9.0	25.6	27.0	11.6	26.8
Vocational teachers	591	11.5	24.7	35.6	13.4	14.9
Large Comprehensive High School	5114	10.2	21.6	25.8	13.2	29.3
Administrators	184	16.8	26.6	34.2	10.9	11.4
Counselors	328	14.3	11.6	36.6	24.7	5.8
Academic teachers	3597	9.3	21.2	22.6	11.1	35.8
Vocational teachers	1005	10.7	23.1	31.9	17.2	17.0
Vocational High School	1464	21.7	28.4	23.3	7.7	18.9
Administrators	90	25.6	34.4	26.7	5.6	7.8
Counselors	90	17.8	27.8	35.6	10.0	8.8
Academic teachers	577	19.6	25.0	23.1	7.6	24.7
Vocational teachers	707	23.4	30.6	21.5	7.8	16.7
TOTAL POSTSECONDARY	3500	21.8	23.6	19.7	7.3	27.6
Vocational-Technical Center	775	34.2	30.1	18.1	3.5	14.2
Administrators	62	35.5	38.7	16.1	3.2	6.4
Counselors	34	35.3	32.4	26.4	2.9	2.9
Academic teachers	124	27.5	29.0	19.3	4.8	19.3
Vocational teachers	555	35.5	29.2	17.5	3.2	14.6
Small Junior College	1021	12.7	18.7	18.0	1	38.6
Administrators	90	8.9	37.8	28.9	10.0	14.5
Counselors	63	11.1	17.5	30.2	30.2	11.1
Academic teachers	630	13.1	15.6	13.9	12.4	45.0
Vocational teachers	238	13.9	20.2	21.5	6.7	37.8
Large Junior College	1704	21.6	23.6	21.4	6.3	27.2
Administrators	123	20.3	33.3	34.2	4.9	7.3
Counselors	126	21.4	31.0	29.3	12.7	5.6
Academic teachers	786	23.5	21.0	17.6	5.0	33.0
Vocational teachers	669	19.5	23.6	21.9	6.9	28.1

TABLE A-91

ADEQUACY OF FOLLOWUP STUDIES OF ACADEMIC GRADUATES
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	19.6	30.8	19.5	6.7	23.4
Small Comprehensive High School	3059	19.4	35.2	21.0	5.4	19.1
Administrators	131	26.7	38.9	29.8	2.3	2.3
Counselors	166	17.5	33.7	39.2	7.2	2.4
Academic teachers	2171	19.2	35.1	19.0	5.3	21.4
Vocational teachers	591	19.1	35.2	21.2	5.8	18.8
Large Comprehensive High School	5114	22.2	29.0	18.0	6.6	24.2
Administrators	184	30.4	39.1	16.8	4.3	9.2
Counselors	328	23.5	32.0	29.0	10.7	4.9
Academic teachers	3597	22.1	27.8	16.7	6.2	27.2
Vocational teachers	1005	20.6	30.5	19.2	7.2	22.5
Vocational High School	1464	10.8	27.8	21.8	10.0	29.7
Administrators	90	11.1	28.9	30.0	7.8	22.3
Counselors	90	11.1	32.2	33.3	12.2	11.1
Academic teachers	577	12.0	22.5	25.3	10.2	26.8
Vocational teachers	707	9.5	29.0	16.4	9.9	35.2
TOTAL POSTSECONDARY	3500	20.5	23.5	16.3	8.3	31.4
Vocational-Technical Center	775	11.6	21.3	12.3	18.3	36.5
Administrators	62	8.0	21.0	6.4	16.1	48.4
Counselors	34	11.7	11.8	20.5	38.2	17.6
Academic teachers	124	14.5	21.8	13.7	17.7	32.3
Vocational teachers	555	11.3	21.8	12.1	17.5	37.3
Small Junior College	1021	16.7	23.2	16.7	7.5	35.7
Administrators	90	25.6	34.4	12.2	14.4	13.4
Counselors	63	20.7	28.6	30.2	11.1	9.5
Academic teachers	630	17.2	20.6	14.7	7.6	39.8
Vocational teachers	238	11.3	24.4	20.1	5.9	38.3
Large Junior College	1704	26.9	24.6	17.8	4.2	26.5
Administrators	123	35.0	28.5	27.6	3.3	5.7
Counselors	126	27.8	37.3	25.4	3.2	6.4
Academic teachers	786	32.2	21.9	18.0	3.4	24.4
Vocational teachers	669	19.0	24.8	14.2	5.4	36.7

TABLE A-92

ADEQUACY OF FOLLOWUP STUDIES OF DROPOUTS
COMPARISON OF RATINGS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	Above Average	Average	Below Average	Non-Existent	No Opinion
TOTAL SECONDARY	9637	8.0	20.3	28.9	14.9	27.9
Small Comprehensive High School	3059	7.5	20.8	31.7	15.9	24.3
Administrators	131	13.0	24.4	44.3	14.5	3.8
Counselors	166	12.0	15.7	46.4	23.5	2.4
Academic teachers	2171	7.0	21.3	29.5	15.0	27.2
Vocational teachers	591	6.8	19.3	32.7	17.1	24.2
Large Comprehensive High School	5114	8.1	19.7	27.9	14.9	29.3
Administrators	184	12.0	28.3	40.2	9.8	9.8
Counselors	328	10.1	20.4	37.2	26.8	5.5
Academic teachers	3597	7.9	19.4	25.2	13.6	33.8
Vocational teachers	1005	7.7	19.1	32.3	16.3	24.6
Vocational High School	1464	8.4	21.2	26.7	13.3	30.3
Administrators	90	3.3	34.4	35.5	12.2	14.5
Counselors	90	8.9	17.8	46.7	17.8	8.9
Academic teachers	577	8.3	18.7	28.8	12.7	31.5
Vocational teachers	707	9.1	22.1	21.3	13.4	34.0
TOTAL POSTSECONDARY	3500	9.3	19.5	25.3	14.4	31.4
Vocational-Technical Center	775	11.0	23.0	26.1	15.1	24.8
Administrators	62	9.7	19.4	42.0	14.5	14.5
Counselors	34	5.9	17.6	47.1	8.8	20.6
Academic teachers	124	8.9	22.6	22.6	21.8	24.2
vocational teachers	555	12.0	23.8	23.8	14.1	26.3
Small Junior College	1021	6.0	16.6	23.1	17.3	36.9
Administrators	90	4.4	16.7	41.1	25.6	12.3
Counselors	63	11.1	14.3	36.5	31.7	6.4
Academic teachers	630	5.4	16.7	19.2	15.9	42.9
Vocational teachers	238	6.7	17.2	23.1	14.3	38.6
Large Junior College	1704	10.4	19.6	26.2	12.6	31.1
Administrators	123	13.0	31.7	34.9	17.1	3.2
Counselors	126	10.3	23.0	36.5	21.4	8.7
Academic teachers	786	12.5	18.2	25.0	12.0	32.3
Vocational teachers	669	7.6	18.4	24.1	10.9	39.0

TABLE A-93

REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL COLLEGE PREPARATORY PROGRAM
COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	English		Mathematics		Sciences		Social Studies		Foreign Language		Vocational Skills		Electives	
		-[a]	+	-	+	-	+	-	+	-	+	-	+[b]	-	+
TOTAL SECONDARY	9637	9.6	4.4	38.0	1.8	26.1	2.5	10.4	12.2	21.9	14.2	60.7	-	27.7	8.0
Small Comprehensive High School	3059	8.0	4.4	41.6	1.6	30.3	2.1	10.6	12.2	24.0	13.2	60.7	-	29.2	6.5
Administrators	131	6.1	3.8	38.9	.8	35.1	1.5	-	-	28.2	8.4	58.0	-	29.8	2.3
Counselors	166	3.0	2.4	46.4	.6	30.7	2.4	-	-	22.9	10.8	67.5	-	28.3	4.2
Academic teachers	2171	8.7	3.8	41.7	1.9	32.4	1.9	12.0	9.6	26.7	9.8	53.2	-	29.2	6.4
Vocational teachers	591	7.3	7.4	33.3	1.0	21.5	2.5	5.1	21.3	9.8	26.4	80.2	-	26.9	7.4
Large Comprehensive High School	5114	9.2	4.5	34.5	2.1	23.8	2.4	10.5	11.5	22.7	12.8	59.3	-	29.1	7.4
Administrators	184	2.2	4.4	32.1	1.1	19.6	2.7	10.9	10.3	27.2	8.7	56.5	-	30.4	5.4
Counselors	328	6.7	2.1	32.2	1.5	19.8	3.7	7.6	11.9	17.7	11.9	63.7	-	27.7	6.7
Academic teachers	3597	9.9	3.6	35.3	2.1	26.2	2.0	12.3	9.6	25.1	9.9	52.5	-	28.3	7.4
Vocational teachers	1005	9.1	8.7	32.1	2.0	17.4	3.3	4.1	18.3	12.7	23.9	79.8	-	31.3	7.5
Vocational High School	1464	14.0	3.8	42.7	1.4	25.5	3.6	9.5	14.5	14.7	21.4	65.6	-	19.7	13.0
Administrators	90	6.7	7.8	40.0	-	20.0	1.1	10.0	17.8	11.1	20.0	65.6	-	17.8	16.7
Counselors	90	13.3	4.4	33.3	-	13.3	6.7	7.8	10.0	16.7	15.6	76.7	-	25.6	4.4
Academic teachers	577	16.5	1.7	45.2	2.3	33.6	2.6	14.6	11.4	21.8	13.7	57.0	-	25.5	10.1
Vocational teachers	707	13.0	4.8	42.1	1.1	21.1	4.4	5.5	17.1	9.2	28.7	71.1	-	14.4	16.1

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include vocational skill training, there is no entry for "too much".

TABLE A-94

REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL COLLEGE PREPARATORY PROGRAM
COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	English		Mathematics		Sciences		Social Studies		Foreign Language		Vocational Skills		Electives	
		-[a]	+	-	+	-	+	-	+	-	+	-	+[b]	-	+
TOTAL POSTSECONDARY	3500	14.8	5.1	48.2	.9	31.7	1.8	10.4	15.7	17.1	20.9	53.5	-	25.9	9.7
Vocational-Technical Center	775	12.1	6.7	59.9	1.2	32.8	2.1	7.0	19.9	10.2	28.1	68.8	-	14.2	13.5
Administrators	62	9.7	3.2	56.5	-	38.7	-	6.5	17.7	6.5	40.3	69.4	-	16.1	17.7
Counselors	34	5.9	2.9	47.1	2.9	17.6	-	5.9	8.8	11.8	41.2	85.3	-	20.6	8.8
Academic teachers	124	15.3	6.5	60.5	1.6	43.5	.8	8.1	19.4	13.7	24.2	60.5	-	25.0	12.1
Vocational teachers	555	12.1	7.4	60.9	1.1	30.6	2.7	6.8	20.9	9.7	26.8	69.5	-	11.2	13.7
Small Junior College	1021	15.9	3.7	49.5	.7	33.8	2.0	11.4	15.1	21.8	18.5	44.8	-	44.8	-
Administrators	90	12.2	2.2	47.8	1.1	20.0	1.1	5.6	7.8	14.4	20.0	35.6	-	35.6	-
Counselors	63	6.3	1.6	54.0	-	30.2	-	15.9	15.9	11.1	27.0	63.5	-	63.5	-
Academic teachers	630	17.8	3.7	45.6	.8	35.4	2.5	14.1	13.3	28.6	13.7	40.6	-	40.6	-
Vocational teachers	238	14.7	5.0	59.2	.4	35.7	1.7	5.0	22.3	9.7	28.6	54.2	-	54.2	-
Large Junior College	1704	15.4	5.2	42.2	.9	29.9	1.7	11.3	14.1	17.5	19.1	51.9	-	20.0	13.8
Administrators	123	4.9	8.1	34.1	-	22.8	1.6	7.3	10.6	8.1	27.6	61.0	-	16.3	11.4
Counselors	126	10.3	3.2	34.1	.8	22.2	-	9.5	9.5	15.9	14.3	55.6	-	24.6	7.9
Academic teachers	786	17.2	5.1	42.1	1.4	32.8	1.1	14.4	11.5	24.2	14.4	40.8	-	21.9	12.5
Vocational teachers	669	16.1	5.1	45.4	.6	29.3	2.7	8.8	18.8	11.7	24.1	62.5	-	17.6	16.9

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include vocational skill training, there is no entry for "too much".

TABLE A-95

REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL VOCATIONAL OR TECHNICAL PROGRAM
COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	English		Mathematics		Sciences		Social Studies		Foreign Language		Shop, Job Experience		Electives	
		-[a]	+	-	+	-	+	-	+	-	+[b]	-	+	-	+
TOTAL SECONDARY	9637	30.1	6.0	60.0	.5	37.8	1.3	17.5	6.8	20.3	-	12.8	7.8	22.0	6.1
Small Comprehensive High School	3059	28.0	6.6	61.2	.4	37.6	.9	17.4	6.8	18.5	-	11.6	7.0	23.2	4.2
Administrators	131	29.8	4.6	67.9	-	33.6	-	32.1	4.6	7.6	-	9.2	2.2	16.8	4.5
Counselors	166	33.1	9.0	71.7	.6	44.0	-	21.7	8.4	5.4	-	12.0	4.8	20.5	1.8
Academic teachers	2171	27.5	6.9	58.0	.5	37.5	.7	17.8	5.6	18.6	-	11.1	7.2	24.2	3.9
Vocational teachers	591	25.5	4.9	60.4	.3	33.0	1.2	9.3	10.3	21.5	-	12.0	7.3	19.3	5.2
Large Comprehensive High School	5114	28.9	6.2	56.7	.5	35.3	1.4	17.2	6.3	19.8	-	12.9	8.0	22.8	5.3
Administrators	184	27.2	6.5	56.5	1.1	35.3	1.1	21.2	3.8	7.1	-	9.8	7.1	19.0	3.3
Counselors	328	33.2	3.7	64.6	-	39.9	1.5	20.1	4.6	10.4	-	9.8	11.3	24.4	4.6
Academic teachers	3597	28.4	6.6	54.2	.5	37.3	1.3	18.3	5.7	20.4	-	12.4	7.3	23.1	3.7
Vocational teachers	1005	28.3	4.5	60.4	.4	32.5	1.8	10.2	9.4	21.9	-	15.6	8.8	20.4	5.9
Vocational High School	1464	38.7	4.3	68.5	.6	46.8	1.5	19.3	8.8	26.2	-	15.4	8.9	17.1	13.3
Administrators	90	35.6	7.8	78.9	1.1	63.3	1.1	25.6	6.7	13.3	-	15.6	12.2	11.1	22.2
Counselors	90	42.2	5.6	78.9	-	56.7	-	32.2	3.3	27.8	-	13.3	7.8	21.1	7.8
Academic teachers	577	44.0	3.1	68.1	.5	49.6	1.4	25.8	6.8	30.5	-	10.9	11.4	22.5	9.7
Vocational teachers	707	34.4	4.7	66.2	.7	41.2	1.8	11.5	11.7	24.2	-	19.2	6.6	12.9	15.8

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include foreign language, there is no entry for "too much".

TABLE A-96

REACTIONS TO CURRENT CURRICULUM EMPHASES IN HIGH SCHOOL VOCATIONAL OR TECHNICAL PROGRAM
COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	English		Mathematics		Sciences		Social Studies		Foreign Language		Shop, Job Experience		Electives	
		-[a]	+	-	+	-	+	-	+	-	+[b]	-	+	-	+
TOTAL POSTSECONDARY	3500	31.8	6.3	67.3	.3	46.9	1.6	17.0	8.7	15.7	-	11.6	15.5	17.2	9.4
Vocational-Technical Center	775	26.6	9.4	78.7	.1	51.6	1.8	12.0	13.8	13.2	-	15.6	13.7	13.4	9.8
Administrators	62	30.6	-	87.1	-	71.0	1.6	9.7	4.8	6.5	-	11.3	30.6	16.1	4.8
Counselors	34	26.5	-	79.4	-	64.7	-	11.8	5.9	8.8	-	2.9	23.5	20.6	2.9
Academic teachers	124	31.5	8.9	83.1	-	65.3	-	22.6	13.7	17.7	-	12.9	12.9	19.4	12.1
Vocational teachers	555	25.0	11.2	76.8	.2	45.6	2.3	9.9	15.3	13.2	-	17.5	11.4	11.4	10.3
Small Junior College	1021	33.5	5.0	65.8	.3	47.2	1.5	16.5	8.0	16.2	-	9.5	15.3	17.2	10.1
Administrators	90	37.8	6.7	71.1	-	48.9	-	22.2	6.7	5.6	-	5.5	20.0	12.2	15.6
Counselors	63	23.8	3.2	69.8	-	49.2	1.6	15.9	9.5	7.9	-	7.9	19.0	25.4	9.5
Academic teachers	630	35.6	4.9	63.0	.5	48.1	1.7	18.7	6.7	19.7	-	9.2	14.6	19.0	8.4
Vocational teachers	238	29.0	5.0	70.2	-	43.7	1.3	8.8	11.8	13.4	-	12.2	14.3	12.2	12.6
Large Junior College	1704	33.3	5.7	63.1	.4	44.6	1.6	19.6	6.9	16.5	-	11.1	16.4	19.0	8.9
Administrators	123	38.2	5.7	71.5	-	54.5	-	17.9	3.3	8.1	-	8.9	25.2	16.3	5.7
Counselors	126	29.4	7.9	57.1	-	41.3	1.6	20.6	4.8	15.1	-	10.3	16.7	18.3	7.9
Academic teachers	786	34.7	5.1	58.3	.5	43.1	1.7	23.3	6.5	16.4	-	10.3	16.4	22.9	7.5
Vocational teachers	669	31.4	6.0	68.3	.3	45.1	1.9	15.4	8.4	18.4	-	12.3	14.8	14.9	11.4

[a] - = too little emphasis + = too much emphasis

[b] As the current "typical" program does not include foreign language, there is not entry for "too much".

TABLE A-97

REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY ONE YEAR CERTIFICATE PROGRAM
COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	English		Mathematics		Social Sciences		Theory in Major		Shop, Job Experience	
		-[a]	+	-	+	-	+	-	+	-	+
TOTAL SECONDARY	9637	15.0	5.5	7.0	10.4	5.5	11.8	10.3	5.1	5.3	9.5
Small Comprehensive High School	3059	15.2	5.9	6.3	10.4	5.1	11.6	9.6	4.9	4.5	10.1
Administrators	131	24.4	4.6	12.2	6.9	10.7	10.7	7.6	.8	3.1	9.9
Counselors	166	10.2	10.2	3.6	10.2	2.4	20.5	11.4	4.2	5.4	4.8
Academic teachers	2171	14.4	4.4	6.3	9.6	5.4	8.5	9.2	5.5	3.8	10.6
Vocational teachers	591	9.8	9.8	5.4	13.7	3.2	20.0	10.2	3.7	7.3	8.0
Large Comprehensive High School	5 14	14.8	4.8	6.0	10.5	5.7	10.7	10.1	5.6	5.4	9.6
Administrators	184	11.4	3.8	3.3	6.0	2.2	8.2	4.3	3.3	3.8	4.3
Counselors	328	11.3	5.5	3.7	14.0	2.7	15.9	6.7	4.9	4.9	9.1
Academic teachers	3597	16.1	4.0	6.2	10.3	6.6	8.5	9.9	6.0	4.9	10.7
Vocational teachers	1005	10.4	7.6	6.0	10.6	3.1	17.2	7.4	4.1	7.4	6.0
Vocational High School	1464	15.5	7.3	11.7	9.7	5.5	16.3	12.0	4.2	6.7	7.6
Administrators	90	11.1	6.7	12.2	7.8	4.4	17.8	15.6	3.3	6.7	12.2
Counselors	90	18.9	6.7	5.6	14.4	5.6	16.7	3.3	3.3	2.2	5.6
Academic teachers	577	18.9	3.8	10.7	11.4	8.3	11.6	9.9	5.9	4.7	9.0
Vocational teachers	707	12.9	10.3	13.3	7.9	3.4	19.9	14.3	3.0	8.9	6.2

[a] - = too little emphasis + = too much emphasis

TABLE A-98

REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY ONE YEAR CERTIFICATE PROGRAM
COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	English		Mathematics		Social Sciences		Theory in Major		Shop, Job Experience	
		-[a]	+	-	+	-	+	-	+	-	+
TOTAL POSTSECONDARY	3500	18.4	9.1	14.5	9.9	7.9	16.8	17.2	3.6	6.2	15.8
Vocational-Technical Center	775	12.0	13.7	20.0	7.0	3.2	27.7	21.0	2.7	9.2	8.9
Administrators	62	11.3	21.0	30.6	1.6	3.2	37.1	27.4	3.2	11.3	8.1
Counselors	34	8.8	8.8	14.7	8.8	5.9	26.5	20.6	5.9	5.9	8.8
Academic teachers	124	14.5	7.3	16.1	7.3	4.8	25.8	15.3	1.6	4.8	9.7
Vocational teachers	555	11.7	14.6	20.0	7.4	2.7	27.2	21.6	2.7	10.1	8.8
Small Junior College	1021	20.1	5.7	13.0	9.9	8.1	13.3	16.4	3.6	4.5	18.9
Administrators	90	16.7	12.2	20.0	11.1	8.9	18.9	20.0	4.4	3.3	20.0
Counselors	63	15.9	12.7	9.5	7.9	1.6	9.5	6.3	4.8	6.3	17.5
Academic teachers	630	24.0	4.1	11.6	9.4	9.7	10.5	15.9	3.8	3.7	19.0
Vocational teachers	238	12.2	5.5	15.1	11.3	5.5	19.7	19.3	2.1	6.7	18.5
Large Junior College	1704	20.4	9.2	12.8	11.3	10.0	13.9	15.8	3.9	5.8	17.1
Administrators	123	14.6	13.8	8.1	13.8	10.6	13.0	13.8	6.5	2.4	15.4
Counselors	126	11.1	14.3	5.6	14.3	6.3	10.3	12.7	5.6	7.1	9.5
Academic teachers	786	23.4	6.2	12.0	11.7	13.1	11.5	12.3	5.2	4.7	20.0
Vocational teachers	669	19.7	10.8	16.1	9.7	6.9	17.6	20.9	1.6	7.5	15.4

[a] - = too little emphasis + = too much emphasis

TABLE A-99

REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY TWO YEAR TECHNICAL PROGRAM
COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	English		Mathematics		Sciences		Social Sciences		Theory in Major		Shop, Job Experience		Electives	
		-[a]	+	-	+	-	+	-	+	-	+	-	+	-	+
TOTAL SECONDARY	9637	8.3	12.3	21.2	4.6	5.3	15.7	3.1	22.6	7.3	7.2	8.0	6.3	6.5	8.2
Small Comprehensive High School	3059	7.7	13.4	22.6	4.0	5.0	15.5	2.9	23.4	6.8	7.4	7.1	7.1	6.6	7.2
Administrators	131	5.3	16.0	26.0	2.3	4.6	18.3	3.1	26.7	6.9	3.8	9.9	4.6	5.3	8.4
Counselors	166	6.0	19.3	18.7	4.8	4.8	18.1	.6	26.5	9.6	5.4	13.9	2.4	5.4	4.8
Academic teachers	2171	8.4	11.5	19.3	3.5	5.1	12.6	3.1	19.8	5.8	8.4	5.8	7.7	6.5	6.3
Vocational teachers	591	5.1	17.4	21.0	5.6	3.7	23.0	2.2	32.5	9.0	4.1	9.5	6.4	7.3	9.6
Large Comprehensive High School	5114	8.4	11.3	18.0	5.0	4.8	15.6	3.3	20.7	6.9	7.4	7.6	6.4	6.9	7.3
Administrators	184	5.4	9.8	20.7	2.2	3.3	13.6	1.1	20.7	2.2	5.4	6.5	2.7	4.9	6.0
Counselors	328	4.6	13.4	14.3	8.2	2.4	19.2	2.7	19.8	4.6	9.8	7.9	6.7	10.7	6.4
Academic teachers	3597	9.1	9.9	17.5	4.7	5.4	13.9	3.9	18.3	6.6	7.7	6.8	7.0	6.5	6.9
Vocational teachers	1005	7.2	15.0	19.5	5.5	3.6	20.2	1.5	29.1	9.4	5.5	10.4	4.6	6.8	9.4
Vocational High School	1464	9.6	13.6	29.8	4.4	7.8	16.2	3.1	27.5	9.9	6.2	11.5	4.8	5.6	14.2
Administrators	90	5.6	17.8	38.9	3.3	8.9	8.9	2.2	40.0	12.2	6.7	14.4	3.3	7.8	14.4
Counselors	90	12.2	11.1	17.8	3.3	7.8	20.0	1.1	27.8	4.4	6.7	6.7	2.2	10.0	6.7
Academic teachers	577	12.3	9.5	25.8	4.9	10.4	14.2	4.0	21.5	7.1	7.6	8.7	5.7	5.5	13.3
Vocational teachers	707	7.5	16.7	33.4	4.4	5.7	18.1	2.8	30.8	12.6	5.0	14.1	4.5	4.8	15.8

[a] - = too little emphasis + = too much emphasis

TABLE A-100

REACTIONS TO CURRENT CURRICULUM EMPHASES IN POSTSECONDARY TWO YEAR TECHNICAL PROGRAM
COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	English		Mathematics		Sciences		Social Sciences		Theory in Major		Shop, Job Experience		Electives	
		-[a]	+	-	+	-	+	-	+	-	+	-	+	-	+
TOTAL POSTSECONDARY	3500	12.3	17.1	37.2	3.6	11.6	15.1	5.6	28.2	30.5	4.9	10.2	11.8	6.8	17.2
Vocational-Technical Center	775	8.4	30.3	47.0	2.6	12.2	19.6	3.2	43.3	21.4	2.8	20.0	6.6	5.8	23.9
Administrators	62	4.8	35.5	64.5	-	25.8	19.4	1.6	61.3	29.0	1.6	25.8	11.3	9.7	37.1
Counselors	34	5.9	26.5	41.2	-	8.8	29.4	2.9	44.1	17.6	-	17.6	2.9	8.8	8.8
Academic teachers	124	12.9	25.0	52.4	.8	19.4	13.7	7.3	47.6	16.1	3.2	13.7	8.9	5.6	21.0
Vocational teachers	555	7.9	31.2	44.1	3.4	9.4	20.4	2.5	43.1	22.0	3.1	20.9	5.8	5.2	24.0
Small Junior College	1021	13.3	12.6	37.3	3.7	12.0	14.2	5.2	24.8	12.6	5.5	7.2	13.0	6.2	16.0
Administrators	90	11.1	18.9	53.3	1.1	13.3	11.1	4.4	27.8	14.4	5.6	6.7	8.9	1.1	26.7
Counselors	63	7.9	23.8	36.5	4.8	9.5	17.5	1.6	27.0	14.3	4.8	3.2	12.7	11.1	19.0
Academic teachers	630	16.0	9.4	34.6	3.8	13.3	12.9	6.0	20.5	10.8	6.5	6.2	12.9	6.8	12.2
Vocational teachers	238	8.4	16.0	38.7	4.2	8.8	18.1	4.2	34.5	16.4	2.9	11.3	15.1	5.0	21.0
Large Junior College	1704	13.4	13.7	32.7	4.1	11.0	13.7	7.0	22.4	13.2	5.5	7.5	13.4	7.6	14.9
Administrators	123	10.6	12.2	37.4	1.6	15.4	8.9	5.7	19.5	8.1	4.1	4.9	13.8	3.3	17.9
Counselors	126	12.7	15.1	31.0	5.6	7.9	11.1	8.7	19.0	11.9	4.0	8.7	8.7	11.1	10.3
Academic teachers	786	15.9	9.8	29.5	3.4	12.2	11.6	9.2	17.9	8.7	7.5	4.5	15.0	8.7	12.1
Vocational teachers	669	11.2	18.4	36.0	5.1	9.3	17.5	4.5	28.8	19.7	3.7	11.4	12.3	6.6	18.5

[a] - = too little emphasis + = too much emphasis

TABLE A-101

REACTIONS TO CURRENT CURRICULUM EMPHASES IN JUNIOR COLLEGE TWO YEAR TRANSFER PROGRAM
COMPARISON OF OPINIONS OF SECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	English		Mathematics		Sciences		Social Sciences		Humanities		Foreign Language		Electives	
		-[a]	+	-	+	-	+	-	+	-	+	-	+	-	+
TOTAL SECONDARY	9637	4.0	10.3	24.5	5.5	4.5	15.8	2.0	22.2	29.7	2.9	2.0	37.3	13.3	6.8
Small Comprehensive High School	3059	3.5	10.5	23.6	5.1	4.0	15.0	1.7	23.1	30.6	2.3	1.6	38.6	13.7	5.8
Administrators	131	5.3	9.2	27.5	5.3	1.5	12.2	-	20.6	31.3	-	.8	49.6	16.8	2.3
Counselors	166	1.8	7.2	24.1	6.6	3.6	21.7	-	21.1	37.3	1.2	1.8	44.0	12.6	2.4
Academic teachers	2171	4.1	10.1	24.0	5.1	4.4	14.2	2.1	22.2	32.5	1.9	1.4	34.7	13.6	6.2
Vocational teachers	591	1.4	13.2	22.7	4.7	3.0	16.6	1.2	27.7	21.6	4.4	2.4	48.9	13.7	5.9
Large Comprehensive High School	5114	4.0	9.8	23.1	6.1	4.2	16.5	2.0	20.7	31.4	2.8	2.3	36.8	14.0	6.4
Administrators	184	.5	6.5	22.8	4.3	3.3	13.0	-	17.4	25.5	1.6	.5	33.1	15.8	6.5
Counselors	328	2.7	9.1	17.4	10.7	1.8	24.4	2.7	18.6	29.3	2.4	1.2	43.6	15.8	4.9
Academic teachers	3597	4.7	8.6	23.4	6.1	4.6	15.8	2.4	19.2	34.9	2.1	2.5	33.2	13.3	6.8
Vocational teachers	1005	2.9	14.6	24.3	4.7	3.5	17.4	1.1	29.4	20.9	5.9	2.3	48.2	15.7	5.3
Vocational High School	1464	4.9	12.0	31.2	4.0	6.7	14.7	2.3	25.4	21.4	4.6	3.4	39.5	9.8	10.8
Administrators	90	2.2	17.8	40.0	2.2	6.7	17.8	1.1	34.4	22.2	3.3	-	48.9	15.6	12.2
Counselors	90	4.4	5.6	12.2	4.4	4.4	25.6	1.1	23.3	20.0	6.7	-	38.9	10.0	8.9
Academic teachers	577	6.6	10.2	28.4	5.5	8.0	13.0	3.1	21.1	31.2	2.4	4.7	34.5	10.2	10.1
Vocational teachers	707	4.1	13.4	34.8	3.0	5.9	14.3	2.0	28.1	13.4	6.2	3.3	42.4	8.8	11.5

[a] - = too little emphasis + = too much emphasis

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TABLE A-102

REACTIONS TO CURRENT CURRICULUM EMPHASES IN JUNIOR COLLEGE TWO YEAR TRANSFER PROGRAM
COMPARISON OF OPINIONS OF POSTSECONDARY ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	Number	English		Mathematics		Sciences		Social Sciences		Humanities		Foreign Language		Electives	
		-[a]	+	-	+	-	+	-	+	-	+	-	+	-	+
TOTAL POSTSECONDARY	3500	5.2	15.0	41.2	3.7	8.9	13.8	2.5	27.9	31.2	3.5	2.5	45.8	13.1	9.9
Vocational-Technical Center	775	3.6	20.9	48.5	1.9	7.9	12.3	2.4	34.3	16.6	5.9	1.7	54.2	8.6	11.2
Administrators	62	-	19.4	56.5	-	16.1	16.1	-	30.6	19.4	3.2	-	58.1	9.7	12.9
Counselors	34	2.9	20.6	35.3	8.8	2.9	26.5	2.9	32.4	23.5	-	-	61.8	14.7	8.8
Academic teachers	124	4.0	21.0	55.6	1.6	9.7	11.3	4.0	41.9	26.6	4.8	1.6	53.2	8.1	14.5
Vocational teachers	555	4.0	21.1	46.8	1.8	6.8	11.4	2.3	33.5	13.7	6.8	2.0	53.5	8.3	10.5
Small Junior College	1021	7.8	11.1	39.8	4.3	11.1	15.2	2.6	28.5	36.2	2.6	3.8	39.3	14.3	9.9
Administrators	90	5.6	14.4	47.8	3.3	5.6	24.4	1.1	30.0	42.2	-	-	57.8	20.0	7.8
Counselors	63	11.1	11.1	38.1	3.2	11.1	12.7	-	25.4	31.7	1.6	1.6	47.6	20.6	6.3
Academic teachers	630	8.9	8.1	37.8	5.2	12.7	14.4	3.3	27.1	39.0	2.1	5.2	33.0	14.0	10.0
Vocational teachers	238	5.0	18.1	42.4	2.5	8.8	14.3	2.1	32.4	27.7	5.5	2.1	46.6	11.3	10.9
Large Junior College	1704	4.3	14.6	38.8	4.2	8.1	13.6	2.5	24.7	34.8	3.0	2.0	45.9	14.5	9.3
Administrators	123	.8	18.7	40.7	4.9	3.3	17.1	1.6	16.3	34.1	2.4	.8	55.3	20.3	4.1
Counselor	126	3.2	14.3	28.6	9.5	6.3	14.3	2.4	12.7	42.1	1.6	1.6	50.8	19.8	3.2
Academic teachers	786	5.1	12.1	34.9	5.1	8.8	12.1	5.0	22.9	40.8	2.3	2.7	40.1	14.8	8.9
Vocational teachers	669	4.3	16.9	45.0	2.1	8.5	14.6	1.8	31.2	26.5	4.2	1.6	50.2	12.1	11.8

[a] - = too little emphasis + = too much emphasis

TABLE A-103

DESIRABILITY OF MORE INTENSIVE VOCATIONAL TRAINING AND GUIDANCE IN THE JUNIOR HIGH SCHOOL
COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

SECONDARY					POSTSECONDARY				
	Number	Helpful	Injurious	Impractical		Number	Helpful	Injurious	Impractical
TOTAL	9637[a]	52.4	11.8	32.2	TOTAL	3500[b]	49.1	14.7	32.6
Small High School	3059	52.1	13.0	31.5	Technical Center	775	58.5	12.6	26.5
administrators	131	45.8	10.7	40.5	administrators	62	69.4	8.1	19.4
counselors	166	65.7	6.0	24.7	counselors	34	76.5	2.9	20.6
academic teachers	2171	51.0	14.6	30.?	academic teachers	124	55.6	12.1	30.6
vocational teachers	591	53.8	9.3	34.0	vocational teachers	555	56.8	13.7	?6.7
Large High School	5114	51.4	11.7	33.4	Small Junior College	1021	45.0	16.1	34.8
administrators	184	51.6	7.1	38.0	administrators	90	56.7	10.0	28.9
counselors	328	62.5	9.5	25.6	counselors	63	57.1	12.7	25.4
academic teachers	3597	50.8	13.0	32.7	academic teachers	630	40.8	19.2	36.2
vocational teachers	1005	50.0	8.6	37.4	vocational teachers	238	48.3	10.9	35.7
Vocational High School	1464	56.1	10.1	29.4	Large Junior College	1704	47.3	14.8	34.0
administrators	90	73.3	4.4	21.1	administrators	123	61.0	5.7	30.1
counselors	90	66.7	7.8	22.2	counselors	126	57.1	12.7	28.6
academic teachers	577	49.7	13.7	32.4	academic teachers	786	39.4	19.1	37.3
vocational teachers	707	57.9	8.2	29.0	vocational teachers	669	52.2	11.8	32.0

[a] 345 nonrespondents (3.6%)

[b] 127 nonrespondents (3.6%)

TABLE A-104

BEST PLACE FOR OCCUPATIONAL TRAINING FOR JOBS REQUIRING LESS THAN BACHELOR'S DEGREE
COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	SECONDARY				POSTSECONDARY				
	Number	Post-secondary Institution	On the Job	High School		Number	Post-secondary Institution	On the Job	High School
TOTAL	9637[a]	15.6	47.3	33.5	TOTAL	3500[b]	46.0	31.3	18.5
Small High School	3059	15.7	51.5	29.7	Technical Center	775	52.3	17.7	26.2
administrators	131	22.1	55.0	21.4	administrators	62	56.5	9.7	24.2
counselors	166	19.9	53.6	22.9	counselors	34	50.0	17.6	32.4
academic teachers	2171	15.0	52.5	29.4	academic teachers	124	50.8	24.2	24.2
vocational teachers	591	15.6	46.4	34.5	vocational teachers	555	52.3	17.1	26.5
Large High School	5114	15.5	50.3	30.8	Small Junior College	1021	42.7	37.9	15.2
administrators	184	14.7	62.0	21.2	administrators	90	60.0	27.8	8.9
counselors	328	20.4	50.6	25.6	counselors	63	36.5	42.9	14.3
academic teachers	3597	15.8	50.8	30.1	academic teachers	630	38.4	43.0	15.2
vocational teachers	1005	13.0	46.4	36.7	vocational teachers	238	49.2	26.9	17.6
Vocational High School	1464	21.9	27.9	50.8	Large Junior College	1704	45.1	33.4	17.0
administrators	90	15.6	14.4	66.7	administrators	123	56.1	26.0	13.8
counselors	90	18.9	32.2	45.6	counselors	126	38.9	38.1	19.0
academic teachers	577	15.4	35.9	43.0	academic teachers	786	42.6	38.3	15.1
vocational teachers	707	15.6	22.6	55.7	vocational teachers	669	47.1	28.3	19.4

[a] 349 nonrespondents (3.6%)

[b] 149 nonrespondents (4.3%)

TABLE A-105

PROBABLE OUTCOME OF PART-TIME STUDENT EMPLOYMENT PROGRAMS LIKE NEIGHBORHOOD YOUTH CORPS
COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

SECONDARY	Number	Keep Student in School	Trap in Low Level Job
TOTAL	9637[a]	68.3	25.6
Small High School	3059	66.0	27.8
administrators	131	68.7	22.9
counselors	166	70.5	22.9
academic teachers	2171	66.7	27.1
vocational teachers	591	61.9	32.8
Large High School	5114	70.7	23.3
administrators	184	77.7	17.9
counselors	328	76.2	19.2
academic teachers	3597	70.4	23.4
vocational teachers	1005	69.0	24.4
Vocational High School	1464	64.8	29.5
administrators	90	65.6	32.2
counselors	90	72.2	25.6
academic teachers	577	68.5	25.5
vocational teachers	707	60.8	33.0

POSTSECONDARY	Number	Keep Student in School	Trap in Low Level Job
TOTAL	3500[b]	63.6	27.6
Technical Center	775	57.7	37.5
administrators	62	46.8	43.5
counselors	34	70.6	20.6
academic teachers	124	65.3	31.5
vocational teachers	555	56.4	39.3
Small Junior College	1021	64.0	24.7
administrators	90	77.8	8.9
counselors	63	69.8	23.8
academic teachers	630	64.4	24.3
vocational teachers	238	55.9	31.9
Large Junior College	1704	66.0	24.9
administrators	123	74.8	19.5
counselors	126	73.0	19.0
academic teachers	786	67.8	22.1
vocational teachers	669	61.0	30.2

[a] 587 nonrespondents (6.1%)

[b] 308 nonrespondents (8.8%)

TABLE A-106

BEST WAY TO PROVIDE EXPENSIVE VOCATIONAL TRAINING FOR HIGH SCHOOL STUDENTS
COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

	SECONDARY				POSTSECONDARY				
	Number	Area Vocational Center	Specialized Schools	Split Program		Number	Area Vocational Center	Specialized Schools	Split Program
TOTAL	9637[a]	41.3	11.0	43.0	TOTAL	3500[b]	32.6	11.3	50.4
Small High School	3059	39.3	8.3	48.0	Technical Center	775	39.6	7.5	48.5
administrators	131	32.1	3.8	62.6	administrators	62	37.1	4.8	53.2
counselors	166	41.6	7.3	48.8	counselors	34	32.4	5.9	55.9
academic teachers	2171	40.3	8.6	46.3	academic teachers	124	46.8	8.9	41.9
vocational teachers	591	36.5	8.6	50.6	vocational teachers	555	38.7	7.6	49.0
Large High School	5114	40.4	12.8	42.2	Small Junior College	1021	33.7	10.2	49.6
administrators	184	35.3	12.0	50.5	administrators	90	28.9	7.8	60.0
counselors	328	35.6	14.0	45.8	counselors	63	30.2	9.5	54.0
academic teachers	3597	42.3	12.2	41.0	academic teachers	630	34.1	10.8	48.1
vocational teachers	1005	36.1	14.9	43.9	vocational teachers	238	35.3	9.7	48.3
Vocational High School	1464	48.9	9.9	35.3	Large Junior College	1704	28.7	13.7	51.7
administrators	90	56.7	10.0	31.1	administrators	123	22.0	23.6	49.6
counselors	90	46.7	13.3	36.7	counselors	126	23.8	17.5	55.6
academic teachers	577	48.2	11.6	33.3	academic teachers	786	30.7	13.5	48.6
vocational teachers	707	48.8	8.1	37.3	vocational teachers	669	28.6	11.4	55.0

[a] 456 nonrespondents (4.7%)

[b] 201 nonrespondents (5.7%)

TABLE A-107

DESIRABILITY OF GOAL OF BOTH A SOUND GENERAL EDUCATION AND A SALEABLE SKILL FOR THE HIGH SCHOOL GRADUATE
COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

SECONDARY				POSTSECONDARY			
	Number	Unrealistic	Desirable		Number	Unrealistic	Desirable
TOTAL	9637[a]	34.0	60.3	TOTAL	3500[b]	47.3	44.5
Small High School	3059	38.2	56.7	Technical Center	775	47.9	46.5
administrators	131	36.6	59.5	administrators	62	41.9	48.4
counselors	166	44.6	48.8	counselors	34	41.2	52.9
academic teachers	2171	41.1	53.5	academic teachers	124	49.2	47.6
vocational teachers	591	25.9	70.2	vocational teachers	555	48.6	45.6
Large High School	5114	34.9	58.9	Small Junior College	1021	48.8	41.5
administrators	184	23.9	72.3	administrators	90	57.8	33.3
counselors	328	35.1	61.0	counselors	63	41.3	49.2
academic teachers	3597	39.0	54.3	academic teachers	630	49.4	41.0
vocational teachers	1005	22.3	72.8	vocational teachers	238	45.8	44.1
Vocational High School	1464	21.9	72.5	Large Junior College	1704	46.2	45.4
administrators	90	17.8	80.0	administrators	123	43.9	46.3
counselors	90	22.2	72.2	counselors	126	53.2	41.3
academic teachers	577	23.9	69.8	academic teachers	786	46.6	43.8
vocational teachers	707	20.7	73.7	vocational teachers	669	44.8	48.0

[a] 551 nonrespondents (5.7%)

[b] 286 nonrespondents (8.2%)

TABLE A-108

VALIDITY OF THE CHARGE THAT VOCATIONAL HIGH SCHOOL MAJORS CANNOT "MAKE IT" IN COLLEGE
COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

SECONDARY					POSTSECONDARY				
	Number	Untrue	True	Irrele-vant		Number	Untrue	True	Irrele-vant
TOTAL	9637[a]	35.8	28.3	29.4	TOTAL	3500[b]	36.2	32.7	22.0
Small High School	3059	33.5	28.6	31.6	Technical Center	775	46.1	28.6	19.1
administrators	131	41.2	22.9	29.8	administrators	62	74.2	12.9	4.8
counselors	166	38.6	23.5	31.3	counselors	34	76.5	5.9	11.8
academic teachers	2171	28.4	30.7	34.3	academic teachers	124	30.6	46.0	21.8
vocational teachers	591	49.1	23.7	22.0	vocational teachers	555	44.5	27.7	20.5
Large High School	5114	33.5	29.4	30.3	Small Junior College	1021	29.4	34.6	26.1
administrators	184	50.0	22.8	19.0	administrators	90	35.6	30.0	22.2
counselors	328	43.0	21.0	30.8	counselors	63	41.3	30.2	20.6
academic teachers	3597	28.4	32.0	32.9	academic teachers	630	24.4	37.6	27.6
vocational teachers	1005	45.7	23.9	23.1	vocational teachers	238	37.0	29.4	24.8
Vocational High School	1464	48.9	22.8	21.9	Large Junior College	1704	35.8	33.5	21.0
administrators	90	61.1	23.3	15.6	administrators	123	45.5	30.1	15.4
counselors	90	50.0	30.0	17.8	counselors	126	28.6	39.7	20.6
academic teachers	577	44.7	25.5	23.2	academic teachers	786	30.3	36.3	22.5
vocational teachers	707	50.6	19.7	22.1	vocational teachers	669	41.9	29.7	20.3

[a] 636 nonrespondents (6.6%)

[b] 315 nonrespondents (9.0%)

TABLE A-109

BEST INSTITUTIONAL ARRANGEMENT FOR TWO-YEAR COLLEGE ACADEMIC AND VOCATIONAL PROGRAMS
COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

SECONDARY	Number	Separate Schools	Separate Classes	Same Classes
TOTAL	9637[a]	36.8	24.3	34.4
Small High School	3059	38.2	25.9	32.1
administrators	131	33.6	29.0	35.1
counselors	166	31.3	32.5	31.9
academic teachers	2171	40.1	26.3	29.5
vocational teachers	591	34.2	21.8	40.9
Large High School	5114	36.1	25.2	34.6
administrators	184	25.0	25.5	45.1
counselors	328	29.9	25.6	40.9
academic teachers	3597	38.6	25.9	31.3
vocational teachers	1005	31.3	21.4	42.2
Vocational High School	1464	36.2	18.6	38.6
administrators	90	25.6	15.6	56.7
counselors	90	38.9	18.9	36.7
academic teachers	577	37.4	18.7	37.8
vocational teachers	707	36.2	19.0	37.3

[a] 436 nonrespondents (4.5%)

POSTSECONDARY	Number	Separate Schools	Separate Classes	Same Classes
TOTAL	3500[b]	19.3	32.9	42.9
Technical Center	775	42.6	25.9	27.2
administrators	62	38.7	22.6	33.9
counselors	34	41.2	14.7	41.2
academic teachers	124	37.9	29.8	29.8
vocational teachers	555	44.1	26.1	25.0
Small Junior College	1021	15.8	35.9	43.5
administrators	90	12.2	35.6	43.3
counselors	63	9.5	34.9	50.8
academic teachers	630	14.9	39.0	42.4
vocational teachers	238	21.0	28.2	44.5
Large Junior College	1704	10.9	34.3	49.8
administrators	123	4.1	22.0	65.9
counselors	126	6.3	33.3	54.8
academic teachers	786	12.0	40.1	43.4
vocational teachers	669	11.8	30.0	53.4

[b] 167 nonrespondents (4.8%)

TABLE A-110

PROBABLE OUTCOME OF MORE RIGID ENTRANCE REQUIREMENTS FOR OCCUPATIONAL PROGRAMS
COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

SECONDARY				POSTSECONDARY			
	Number	Enhance Prestige	Exclude Target Population		Number	Enhance Prestige	Exclude Target Population
TOTAL	9637[a]	39.0	55.6	TOTAL	3500[b]	30.4	63.1
Small High School	3059	36.8	58.7	Technical Center	775	46.1	49.3
administrators	131	22.9	74.8	administrators	62	43.5	45.2
counselors	166	23.5	74.1	counselors	34	44.1	50.0
academic teachers	2171	36.0	59.0	academic teachers	124	37.9	60.5
vocational teachers	591	46.5	49.9	vocational teachers	555	48.3	47.2
Large High School	5114	35.6	58.5	Small Junior College	1021	23.8	68.6
administrators	184	22.3	72.8	administrators	90	15.6	81.1
counselors	328	20.7	75.0	counselors	63	19.0	76.2
academic teachers	3597	34.6	59.0	academic teachers	630	23.5	68.3
vocational teachers	1005	46.4	48.8	vocational teachers	238	29.0	62.6
Vocational High School	1464	55.3	38.5	Large Junior College	1704	27.2	66.2
administrators	90	52.2	44.4	administrators	123	15.4	80.5
counselors	90	45.6	50.0	counselors	126	17.5	80.2
academic teachers	577	48.9	43.8	academic teachers	786	24.8	68.1
vocational teachers	707	62.1	32.0	vocational teachers	669	33.9	58.7

[a] 531 nonrespondents (5.5%)

[b] 230 nonrespondents (6.6%)

TABLE A-111

EVALUATION OF CURRENT OCCUPATIONAL PROGRAMS
COMPARISON OF OPINIONS OF ADMINISTRATORS, COUNSELORS, AND TEACHERS BY TYPE OF SCHOOL
(In Percentages)

SECONDARY					POSTSECONDARY				
	Number	Realistic	Out of Date	Neglect Nonaverage Student		Number	Realistic	Out of Date	Neglect Nonaverage Student
TOTAL	9637[a]	32.6	19.9	38.4	TOTAL	3500[b]	38.5	15.5	35.5
Small High School	3059	31.3	19.4	40.0	Technical Center	775	51.4	8.9	34.6
administrators	131	32.8	19.1	41.2	administrators	62	43.5	17.7	27.4
counselors	166	26.5	20.5	44.0	counselors	34	55.9	11.8	32.4
academic teachers	2171	30.3	20.8	39.2	academic teachers	124	40.3	7.3	50.0
vocational teachers	591	35.9	14.0	41.6	vocational teachers	555	54.4	8.1	32.2
Large High School	5114	30.5	22.3	37.5	Small Junior College	1021	31.0	20.3	33.4
administrators	184	28.3	20.1	44.0	administrators	90	37.8	22.2	30.0
counselors	328	25.0	22.9	46.6	counselors	63	20.6	31.7	42.9
academic teachers	3597	29.3	23.9	36.0	academic teachers	630	27.5	21.0	33.8
vocational teachers	1005	37.0	16.5	38.7	vocational teachers	238	40.8	14.7	31.1
Vocational High School	1464	42.2	12.9	38.4	Large Junior College	1704	37.0	15.7	37.1
administrators	90	43.3	14.4	40.0	administrators	123	40.7	17.9	32.5
counselors	90	31.1	11.1	52.2	counselor	126	34.9	17.5	41.3
academic teachers	577	32.6	16.5	42.5	academic teachers	786	32.8	18.7	35.9
vocational teachers	707	51.3	10.0	33.1	vocational teachers	669	41.7	11.5	38.6

[a] 877 nonrespondents (9.1%)

[b] 369 nonrespondents (10.6%)

A STUDY OF CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

CONDUCTED BY:

The Bureau of Social Science Research, Inc.
1200 Seventeenth Street, N. W.
Washington, D. C. 20036

ADMINISTRATOR QUESTIONNAIRE

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 SEVENTEENTH STREET, N.W., WASHINGTON, D. C. 20036
TELEPHONE 223-4300

ROBERT T. BOWER
DIRECTOR
IVOR WAYNE
ASSISTANT DIRECTOR

Dear Administrator:

Where, how, and when to teach essential academic and vocational skills are critical concerns to all of us in education. So, too, is the perennial problem of recruiting and retraining able faculty. Although the school administrator sees at first hand both the positive and negative results of present educational practice, broadly based and up-to-date information about school programs and educational philosophy is presently unavailable.

Therefore we are inviting you and your faculty to participate in a nationwide study focused on career patterns and curriculum emphases in public education, supported in part by funds from the U.S. Office of Education. The final report of the study, which will be available to all who are interested, will contain conclusions based on information from comprehensive and vocational high schools, area vocational centers, technical institutes, and junior and community colleges from all parts of the country.

We need your assistance in two ways:

(1) Please complete this questionnaire which asks for current enrollment and curriculum data for your institution and for your opinions on some important educational issues.

(2) Please send us:
   (a) a school catalogue or course list,
   (b) a current list of faculty names and assignments,
   (c) a student handbook or guide if your institution issues one.

The descriptive information and faculty assignment list will help us understand your present program better as well as enable us to record and acknowledge responses. Your opinions about curriculum planning and educational philosophy, together with those of your colleagues, will form the basis of our recommendations. Of course, all information is confidential. No school or individual will be identified in any way.

The attached envelope is for this questionnaire and the requested materials about your faculty and program. Should you have any questions regarding the survey, do not hesitate to get in touch with me.

Thank you for your cooperation.

Eleanor P. Godfrey

Eleanor P. Godfrey
Study Director

EPG/jd

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.

Washington, D. C. 20036

CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

Administrator Questionnaire

Please return this questionnaire at your earliest convenience. It should take about 30 minutes to complete.

Please answer the "check" questions by circling the number or letter to the right of the answer you choose. If some of the categories do not quite fit your situation, please mark the appropriate response and add any necessary comments.

All replies will be held in confidence. No school or individual will be identified in any report of this study.

▪ ENROLLMENT AND CURRICULUM DATA ▪

Name of institution _____

Street or post office address _____

City _____ County _____ State _____ Zip _____

1. Please circle the number corresponding to the most appropriate classification for your school.

Comprehensive high school	1	Technical institute	5
Vocational high school	2	Community college	6
Technical high school	3	Junior college	7
Vocational, technical center	4	Other (specify: _____) ..	0

2. As of your latest regular report date to the state, how many *individual* students were enrolled in your school? Please count each person only once.

	DAY	EVENING	TOTAL
Full-time students	_____	_____	_____
Part-time students	_____	_____	_____
TOTAL	_____	_____	_____

3. As of your latest regular report date to the state, how many *persons* were on your professional teaching, counseling, and administrative staff? Those who have more than one function should be listed in the appropriate combined category. Please count each person only once.

Full-time teacher	_____	Part-time counselor and part-time administrator	_____
Part-time teacher	_____	Full-time administrator	_____
Part-time teacher and part-time counselor	_____	Part-time administrator	_____
Part-time teacher and part-time administrator	_____	Other professional personnel (librarian, school nurse, etc.)	_____
Full-time counselor	_____		
Part-time counselor	_____	TOTAL	_____

4. Approximately how many of your students this semester (quarter) are *primarily* enrolled in each of the following programs? Please count each student *only once*. If there are no students in a given category, leave the line blank.

		NUMBER OF FULL-TIME STUDENTS	NUMBER OF PART-TIME STUDENTS
College preparatory, transfer, university parallel	1		
Technical occupations	2		
Office occupations	3		
Distributive education	4		
Agriculture, horticulture	5		
Home economics	6		
Trade and industrial	7		
Health occupations	8		
Basic, remedial	9		
Other (specify: _____)	0		
General, no major	X		

5. Are any of the program areas listed in Question 4 above new to your institution this year?

Yes ..... 1 No 2

5a. IF YES: Please indicate which ones by circling the appropriate number below.

1 2 3 4 5 6 7 8 9 0 X

6. Does your school operate any of the following programs whereby students can earn money while in school? Please (1) circle all that apply and (2) give the approximate number of students in *each* program.

		NUMBER OF STUDENTS
Work experience for any deserving student, no credit	1	
Work experience for any deserving student, with credit	2	
Neighborhood Youth Corps	3	
Cooperative work programs in trade and industry	4	
Cooperative work programs in distributive education	5	
Cooperative work programs in office occupations	6	
Work-study programs under Vocational Education Act of 1963	7	
Other (specify: _____)	0	
None	X	

7. Approximately what percent of the students who entered your school this year (1966-67) do you expect will eventually do each of the following? Please estimate the percent in each category:

Drop out of school before graduation or completion of certificate program	1	_____ %
Transfer to another institution before graduation	2	_____ %
Interrupt their studies with work, marriage, military service, etc., but eventually graduate	3	_____ %
Graduate, and go on for further vocational or technical training	4	_____ %
Graduate, and go on for further college or university training	5	_____ %
Graduate, and enter the job market without further formal training	6	_____ %
Other (specify: _____)	0	_____ %

8. Has a firm decision, i.e., school board authorization or budgetary provisions, been made to ADD or DROP any course(s) from your present occupational (vocational, technical) program or your bachelor's degree-oriented (college preparatory, transfer, university parallel) program?

Yes ..... 1 No 2

8a. IF YES: Please list the course(s) that will be added to or dropped from each program.

	OCCUPATIONAL PROGRAM	BACHELOR'S-ORIENTED PROGRAM
ADD:	_____	_____
	_____	_____
	_____	_____
DROP:	_____	_____
	_____	_____
	_____	_____

9. Are there any changes in the curriculum offerings of your institution, not now in the works, that you would like to make?

Yes ..... 1 No 2

9a. IF YES: Please indicate what these changes are and why you would like to make them.

_____

_____

_____

10. What are the minimal educational and work experience requirements for teachers in the occupational (vocational, technical) program and in the bachelor's degree-oriented (college preparatory, transfer, university parallel) program at your institution?

	OCCUPATIONAL PROGRAM	BACHELOR'S-ORIENTED PROGRAM
Educational Requirements:	_____	_____
	_____	_____
Work Experience Requirements:	_____	_____
	_____	_____

11. Aside from a higher salary scale, which THREE of the following would be most helpful to you in maintaining an able faculty?

Higher certification requirements 1

Reciprocal certification agreements or uniform certification requirements among the states 2

Freedom to employ competent teachers regardless of certification requirements 3

More intensive recruitment activities in the colleges 4

More intensive recruitment activities in business and industry 5

Freedom to employ more part-time teachers from business and industry 6

Better working conditions to offer teachers (e.g.: lower student-teacher ratio, smaller class loads) 7

Better physical conditions to offer teachers (e.g.: more modern classrooms, facilities for private offices) 8

Provisions for sabbatical leave for further training, research, work experience, etc. 9

Freedom to offer incentive (or merit) pay for superior performance, regardless of formal educational requirements or tenure X

Other (specify: _____) .. 0

11a. Please *rank* the three answers you circled above in order of importance. Enter the numbers corresponding to your first, second and third choices below.

1st choice_____ 2nd choice _____ 3rd choice _____

12. Is your institution designated as an area vocational school by your state?

Yes ..... 1 No 2

12a. IF YES: What geographical area (county or counties) do you serve?

_____

13. IF YOUR SCHOOL IS NOT AN AREA VOCATIONAL SCHOOL: Is there an area vocational school within commuting distance of your student population?

Yes ..... 1 No 2

13a. IF YES: Please give (1) the name and address of the school, and (2) the county or counties it serves.

Name of school _____

Address _____

County or counties served: _____

14. How would you rate the adequacy of each of the following services at your institution? Please circle *one answer for each service.*

	EXCEL-LENT	ABOVE AVER-AGE	AVER-AGE	BELOW AVER-AGE	UNSAT-ISFAC-TORY	NON EXIST-ENT	NO OPIN-ION
Vocational counseling	1	2	3	4	5	6	7
Academic counseling	1	2	3	4	5	6	7
Vocational placement	1	2	3	4	5	6	7
Academic placement	1	2	3	4	5	6	7
Breadth of vocational courses	1	2	3	4	5	6	7
Breadth of academic courses	1	2	3	4	5	6	7
Followup studies of vocational graduates	1	2	3	4	5	6	7
Followup studies of academic graduates	1	2	3	4	5	6	7
Followup studies of dropouts	1	2	3	4	5	6	7
Suitability of vocational courses for local job market	1	2	3	4	5	6	7
Suitability of vocational courses for further vocational training.....	1	2	3	4	5	6	7
Suitability of academic courses for a state college	1	2	3	4	5	6	7
Suitability of academic courses for a major university	1	2	3	4	5	6	7
Board of education support for innovations in vocational programs..	1	2	3	4	5	6	7
Board of education support for innovations in academic programs...	1	2	2	4	5	6	7

▪ CURRICULUM EMPHASES ▪

15. The following is a "typical" high school college preparatory program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

16 UNIT COLLEGE PREPARATORY PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English – *4 units*	1	2	3
Mathematics – *2 units*	1	2	3
Physical and natural sciences – *2 units*	1	2	3
Social studies – *3 units*	1	2	3
Foreign languages – *2 units*	1	2	3
Vocational skills – *0 units*	1		3
Electives – *3 units*	1	2	3

16. The following is a "typical" high school vocational or technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

16 UNIT VOCATIONAL PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English – *3 units*	1	2	3
Mathematics – *1 unit*	1	2	3
Physical and natural sciences – *1 unit*	1	2	3
Social studies – *2 units*	1	2	3
Foreign languages – *0 units*	1		3
Shop, laboratory, job experience – *7 units*	1	2	3
Electives – *2 units*	1	2	3

17. The following is a "typical" post secondary one year certificate program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

32 UNIT CERTIFICATE PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English – *3 units*	1	2	3
Mathematics – *3 units*	1	2	3
Social sciences – *3 units*	1	2	3
Theory-related courses in major field – *6 units*	1	2	3
Shop, laboratory, job experience – *17 units*	1	2	3

18. The following is a "typical" post secondary two year technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

60 UNIT TECHNICAL PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English, speech, literature – *6 units*	1	2	3
Mathematics – *3 units*	1	2	3
Physical and natural sciences – *5 units*	1	2	3
Social sciences – *6 units*	1	2	3
Theory-related courses in major field – *12 units*.....	1	2	3
Shop, laboratory, job experience – *20 units*.....	1	2	3
Related electives – *8 units*	1	2	3

19. The following is a "typical" junior college two year transfer (university parallel) program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

60 UNIT TRANSFER PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English, speech, literature – *12 units*	1	2	3
Mathematics – *3 units*	1	2	3
Physical and natural sciences – *9 units*	1	2	3
Social sciences – *12 units*	1	2	3
Humanities, fine arts – *3 units*	1	2	3
Foreign languages – *12 units*.....	1	2	3
Electives – *9 units*	1	2	3

▪ EDUCATIONAL ISSUES ▪

The last group of questions concern a number of important issues currently being debated by educators (and the general public). Because the issues are controversial, we have summarized two or three major positions on each and are asking you to choose the statement which compares most closely with your own thinking. *Please circle one number for each statement* and *add any comments you desire.*

20. The best way to train for jobs requiring less than a bachelor's degree is to:

Emphasize general education through grade 12, reserving occupational training for grades 13 and later 1

Give high school students the opportunity to explore various occupations, but let industry provide specialized skill training "on the job" 2

Provide intensive occupational training in the high school 3

21. The rapid increase in the number of two-year colleges raises serious questions about the functions these institutions should serve.

    A two-year college can not have both a high quality academic program and a high quality occupational program. Each institution should specialize – – either in lower division college work or vocational and technical training 1

    Although one institution can provide both an academic and an occupational program, it is poor educational policy to teach both types of students in the same classes 2

    A two-year college has the obligation to provide all students with the same general education courses. Taking classes together is beneficial to those in both occupational and bachelor's-oriented programs 3

22. More intensive vocational training and guidance in the junior high school would:

    Enable students to become acquainted with the world of work earlier and therefore make more realistic educational and occupational choices 1

    Encourage students to make up their minds too early and restrict their future educational and occupational careers 2

    Be impractical – junior high school students are not mature enough to profit from such experiences 3

23. Vocational training requiring expensive equipment and facilities can best be provided for high school students by:

    Establishing an area center to serve a number of feeder schools; vocational students would take all of their schooling in the area center 1

    Exchanging students among comprehensive high schools in the area, each of which specializes in a different kind of vocational training 2

    Keeping the student in his "home" school for general education courses, and providing shop and laboratory training in a community or junior college or a vocational-technical center for both secondary and postsecondary students 3

24. The charge that students with a vocational major in high school cannot "make it" in college:

    Is more apparent than real because students in both college preparatory and vocational programs take the same basic prerequisite courses 1

    Is a serious one because the "academic" subjects taught vocational students do not meet standards for college entrance 2

    Is true, but beside the point, because most vocational graduates do not have the ability to handle college work 3

25. Providing more part-time student employment through work experience programs, such as the Neighborhood Youth Corps will:

Keep more young people in school. It is the opportunity to hold a job and earn money that is important 1

Cheat the student in the long run. Without supervised skill training and related course work, he will be trapped in a low level job 2

26. Critical evaluation of current occupational programs suggests that they:

Are suited to the abilities of the enrollees and train people for jobs that exist 1

Are based on an out-of-date philosophy and serve neither the student nor the community well 2

Do a good job with the average student but neglect both the slow and the sophisticated learner 3

27. Introduction of more rigid entrance requirements for occupational programs would:

Raise the prestige of the field. Occupational programs have too often been the "dumping ground" for academic failures 1

Exclude the very students these programs should serve and still not attract the high ability student because of the general public emphasis on the importance of a bachelor's degree 2

28. A careful examination of both occupational and bachelor's-oriented programs points out:

That it is unrealistic to expect a high school student to be proficient in both areas. There is too much to learn in each curriculum 1

That many traditional requirements in both curriculums are unnecessary. A student should be able to obtain both a sound general education and acquire a saleable skill before he graduates from high school 2

♦ ♦ ♦ ♦ ♦ ♦

Thank you for completing the questionnaire. Please use the back cover for any additional comments you wish to make about curriculum emphases in public schools – or about this survey.

Name_____ Position_____

A STUDY OF
CAREER PATTERNS
AND
CURRICULUM EMPHASES
IN
PUBLIC EDUCATION

CONDUCTED BY:

The Bureau of Social Science Research, Inc.
1200 Seventeenth Street, N. W.
Washington, D. C. 20036

FACULTY QUESTIONNAIRE

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 SEVENTEENTH STREET, N.W., WASHINGTON, D. C. 20036
TELEPHONE 223-4300

ROBERT T. BOWER
DIRECTOR
IVOR WAYNE
ASSISTANT DIRECTOR

Dear Colleague:

Where, how, and when to teach essential academic and vocational skills are critical concerns to all of us in education. So, too, is the perennial problem of recruiting and retaining able teachers. Although the practicing teacher sees at first hand both the positive and negative results of present educational practice, broadly based and up-to-date information about his experiences and opinions is presently unavailable.

Therefore we are inviting you to participate in a nationwide study of career patterns and curriculum emphases in public secondary and post-secondary education, supported in part by funds from the U.S. Office of Education. The final report of the study, which will be available to all who are interested, will contain conclusions and recommendations based on your responses and those of other educators from all parts of the country.

All replies will remain absolutely confidential. No institution or individual will be identified or associated with the findings or recommendations in any way. All information will be presented in summary form by type of school and subject specialty. We ask for your name only so that we may acknowledge receipt of your questionnaire.

The small sample of some 300 institutions has been carefully selected to include comprehensive and vocational high schools, area vocational centers, technical institutes, and junior and community colleges. The accuracy of the findings depends upon the cooperation of everyone who has been invited to participate. Your replies will not only be your voice in the discussion, but will represent other professionals of like opinion in similar educational institutions.

We are well aware that educators are frequently asked to participate in surveys and that the task sometimes seems burdensome. However, we are convinced that intelligent curriculum planning requires information that can only be supplied by the practicing teacher. We welcome your questions and comments about the study and hope that the report and recommendations will be as valuable to you as your cooperation is to us.

Thank you for your help,

Eleanor P. Godfrey

Eleanor P. Godfrey
Study Director

EPG/jd

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 SEVENTEENTH STREET, N.W., WASHINGTON, D. C. 20036
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Abstract of Study No. 517 - O.E. Grant #0eg2-6-00396-0664

CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

I. OBJECTIVES

Like the proverbial courier who mounted his horse and rode off in all directions at once, the public schools today are under a mandate to provide training and retraining for disadvantaged youth and adults, develop new programs for skilled technicians, and enrich the curriculum for the academically gifted. The rapid expansion of occupations requiring high levels of training and skill with a parallel decrease in the need for many categories of unskilled and semiskilled workers has raised serious policy issues for education. Two of the more critical of these issues are:

How to maintain a proper balance between "general" and "vocational" education,

How to recruit and retain able teachers in all subject areas.

The Bureau of Social Science Research, supported in part by funds from the U. S. Office of Education, is conducting a nationwide survey to collect presently unavailable information about curriculum emphases and the characteristics and opinions of practicing educators that is necessary for intelligent educational planning.

II. SAMPLE

The sample was designed to preserve as far as possible various patterns of continuity between public secondary and postsecondary education.

Secondary sample.--The basic sample consists of approximately 180 public school districts, stratified by secondary enrollment size, drawn at random from the latest (fall, 1965) Directory of Public School Systems issued by the U. S. Office of Education. Only those districts whose estimated secondary enrollments were 600 pupils or more were included in the study population. At least one comprehensive high school was chosen at random from each of the 180 districts. In addition, a vocational or technical high school was selected in each of the 50 sample districts that operate such specialized facilities.

Postsecondary sample.--For each school district at least one public postsecondary two-year institution providing occupational training (area vocational center, technical institute, junior or community college) was identified according to one of the following criteria:

1. Designation by the state education agency as the postsecondary institution serving the geographical area in which the sample school district is located, or

2. Within "reasonable commuting distance" of secondary schools within the district.

Approximately 90 of these institutions were selected to represent the range of postsecondary programs available.

III. RESEARCH APPROACH

The principal data-gathering instrument is the mail questionnaire, supplemented by readily available descriptive material from each sample institution.

Investigation at several levels is required to provide the range of experience necessary for sound educational planning. Information concerning curriculum offerings and plans, facilities, and enrollments will be obtained from appropriate administrative sources. Information about current assignments, educational and occupational backgrounds and career decisions will be obtained from the teacher and counselor. All three groups of respondents will be asked for their opinions about the proper balance between "general" and "vocational" education at each educational level.

Knowledge about the backgrounds of practicing teachers can point up the strengths and weaknesses of present teacher-training programs. Information about characteristic ways in which teachers make their career choices can help in designing effective recruitment procedures for the future. Appreciation of the classroom educator's point of view is essential for the policy maker trying to introduce new programs.

IV. REPORTS

The study is scheduled for completion in February, 1968. Final reports, which will be available to all who are interested, will include:

A description of current programs and plans in each type of institution surveyed,

Appropriate comparisons of career patterns and educational philosophy among the various classes of respondents, and

Such recommendations for policy and planning as the findings may warrant.

Eleanor P. Godfrey
Principal Investigator

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.

Washington, D. C. 20036

CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

Faculty Questionnaire

Please return this questionnaire at your earliest convenience. It should take about 30 minutes to complete. To seal: follow instructions under flap of back cover.

All information is confidential. No individual or school will be identified in any report about this study. We ask for your name only so that we can note your response and exclude you from follow-up mailings.

Unless otherwise instructed, answer each question by circling the number or letter to the right of the answer you choose. If some of our categories do not quite fit your situation, please mark the most appropriate response and add any necessary comments.

■ CURRENT OCCUPATIONAL INFORMATION ■

Your name (please print)_____

Name of institution where employed_____

Institutional address_____

1. *Including this year,* how many years have you been employed by this institution?

   Number of years employed _____

2. Please circle the number to the right of the most appropriate description of your *major* job at this institution this semester (Spring 1966-67).

Full-time teacher	1
Part-time teacher	2
Part-time teacher and part-time counselor	3
Part-time teacher and part-time administrator	4
Other (specify: _____)	0

3. What is your major departmental affiliation (e.g.: English, Home Economics, etc.)?

   Department _____

4. How many class hours, or periods, do you spend each week in actual student instruction (e.g.: 30 hours for five six-period days; 12 hours for four three-hour courses)?

   Number of hours per week _____

5. Please provide the information indicated below about your *current* teaching assignment. If you teach more than one course, give your major assignment first. Include lecture, shop, laboratory, and tutorial instruction.

SUBJECT(S) TAUGHT	GRADE LEVEL(S)	AVERAGE CLASS SIZE	TIME OF COURSE			TOTAL YEARS TAUGHT SUBJECT ANY SCHOOL
			DAY	EVENING	BOTH	
_____	_____	_____	1	2	3	_____
_____	_____	_____	1	2	3	_____
_____	_____	_____	1	2	3	_____

6. Indicate the administrative, counseling, or other nonteaching duties you may have by circling *all that apply*. Circle the X if you have no nonteaching assignment.

Department head 1
Academic counselor 2
Vocational counselor 3
Librarian, audiovisual coordinator 4
Athletic coach 5
Vocational coordinator 6
Student activity sponsor (Spanish club, choir director, class advisor, etc.) 7
Faculty committee (e.g.: curriculum) 8
Student supervision (study hall, bus duty, homeroom, etc.) 9
Other (specify: _____) .. 0
No nonteaching assignment X

MP

7. Is certification required for your teaching position?

Yes ..... 1 No 2

8. Please (1) circle the number(s) for the type of teaching certification you hold, (2) list the year(s) of certification, and (3) give the state(s) of origin. Please answer for *all that apply*.

TYPE OF CERTIFICATION		YEAR	STATE OF ORIGIN
Provisional, emergency	1	_____	_____
Standard	2	_____	_____
Permanent, life	3	_____	_____
Vocational	4	_____	_____
Collegiate, professional	5	_____	_____
Other (specify: _____) ..	0	_____	_____
Hold no teaching certificate	X		

MP

9. What grade levels are you authorized to teach? Please circle *all that apply*.

Elementary 1
Secondary 2
Post-secondary 3
No teaching certificate X

10. Are you certified to teach in any subject area(s) in which you are not currently teaching?

Yes ..... 1 No ..... 2 No teaching certificate X

10a. IF YES: Please list the subject area(s):

_____

_____

_____

11. Do you hold membership in any *national* professional educational organizations? Please circle the numbers for *all that apply*. Circle the X if you belong to none.

National Education Association
(State or County Education Association) 1

American Federation of Teachers 2

American Vocational Association
(or any of its member or affiliate organizations) 3

Professional society in my major subject field

(specify: _____) .. 4

National educational honorary; e.g.: Phi Delta Kappa

(specify: _____) .. 5

National scholastic honorary; e.g.: Phi Beta Kappa

(specify: _____) .. 6

American Personnel and Guidance Association 7

American Association of Junior Colleges 8

American Association of University Professors 9

Other (specify: _____) .. 0

None X

MP

12. Are you a member of any union (e.g.: Printers Union, American Federation of Musicians)?

Yes ..... 1 No 2

12a. IF YES: Which one(s)?

_____

13. Other than your teaching certificate, do you hold any state or city license(s) for your trade or profession (e.g.: C.P.A., cosmetologist, surveyor)?

Yes ..... 1 No 2

13a. IF YES: Which one(s)?

_____

14. Are you *currently* employed either full-time or part-time (less than 30 hours a week) in a job outside your educational institution?

Yes, employed full-time 1
Yes, employed part-time 2
Have no outside job 3

14a. IF YES: In what occupation?

_____

15. If you are married, is your spouse currently employed?

Yes 1
No 2
Not married 3

15a. IF YES: In what occupation?

_____

16. Indicate the approximate length of your regular teaching year. (Exclude summer school teaching if it is not a part of your standard contract.)

Nine months 1
Nine and one-half months 2
Ten months 3
Ten and one-half months 4
Eleven months 5
Eleven and one-half months 6
Twelve months 7
Other (specify: _____) .. 0

17. What percentage of your total family income in 1966 came from *your regular teaching salary?* (Exclude summer teaching if not in your contract, spouse's income, income from other outside employment, fees, etc.) Please circle the *closest approximate percent.*

10% 20% 25% 30% 40% 50% 60% 70% 75% 80% 90% 100%

18. Age at nearest birthday:

20 and below 0
21-25 1
26-30 2
31-35 3
36-40 4
41-45 5
46-50 6
51-55 7
56-60 8
61-65 9
66 and over X

19. Sex:

Male 1
Female 2

▪ EDUCATIONAL AND OCCUPATIONAL BACKGROUND ▪

20. In what calendar year did you *begin* your *first* teaching position? 19____

21. *Counting this year,* how many years have you taught in all? Total years ____

22. *Prior to your present position,* have you ever worked professionally in any type of educational institution?

Yes ..... 1 No 2

22a. IF YES: Please answer for *all that apply* by indicating (1) total number of years of experience, (2) approximate calendar year(s) of employment, and (3) your major responsibility (e.g.: teacher, counselor, principal).

TYPE OF SCHOOL		YEARS OF EXPERIENCE	CALENDAR YEAR(S)	MAJOR RESPONSIBILITY
Elementary school	1			
Junior high school	2			
Comprehensive high school	3			
Vocational, technical high school	4			
Technical institute, area center	5			
Junior, community college	6			
Four year college, university	7			
Other educational institution (specify: _____)	0			

MP

23. Please list (1) the major field, (2) year received, and (3) granting institution for each of the following diplomas or degrees you may hold. For high school indicate whether you took a college preparatory, vocational, commercial, or general curriculum. For all other degrees, give your subject specialty. *If you are currently working on a degree, please circle the 1 in the appropriate row.*

TYPE OF DEGREE		MAJOR FIELD	YEAR	INSTITUTION	STATE	WORKING ON NOW
High school diploma	1					1
Certificate of apprenticeship	2					1
Certificate of proficiency	3					1
A.A., A.A.S., A.S.	4					1
B.A., B.S., B.Ed.	5					1
M.A., M.S., M.Ed.	6					1
Ph.D., Ed.D.	7					1

MP

24. During the last FIVE years have you taken any *nondegree* courses, workshops, institutes, related technical training in business or industry, etc? (Include training for which you personally paid a fee as well as that for which you received a fellowship or grant.)

Yes ..... 1 No 2

24a. IF YES: Please (1) circle the number for the type of organization that offered the training, (2) give the major subject covered and calendar year taken, and (3) indicate how useful this additional training has been *for your present assignment.* Please answer for *all that apply.*

OFFERING AGENCY	MAJOR SUBJECT	CALENDAR YEAR	VERY USEFUL	QUITE USEFUL	OF LITTLE USE
College or university 1	_____	_____	1	2	3
National Science Foundation 2	_____	_____	1	2	3
Foundations (e.g.: Carnegie, Ford) 3	_____	_____	1	2	3
Business, technical school 4	_____	_____	1	2	3
Private business (e.g.: IBM, Inland Steel, General Motors) 5	_____	_____	1	2	3
Trade or industrial union 6	_____	_____	1	2	3
State education agency 7	_____	_____	1	2	3
U.S. Government agency (specify: _____) .. 8	_____	_____	1	2	3
Other (specify: _____) .. 0	_____	_____	1	2	3

MP

MP

25. Have you ever served in any branch of the military?

Yes ..... 1 No 2

25a. IF YES: How many years did you serve and what was your area of specialization?

Years served ____ Specialization _____

26. Have you ever served as an apprentice or worked as a journeyman?

Yes ..... 1 No 2

26a. IF YES: How many years did you serve and what was your trade or craft?

Years served ____ Trade or craft _____

27. Have you ever been employed, either full-time or part-time, in any occupational area other than education?

Yes ..... 1 No 2

27a. IF YES: Please indicate for each occupational area listed below (1) total years of employment, (2) approximate calendar years of employment, and (3) whether the work was full-time, part-time, or both.

OCCUPATIONAL AREA		TOTAL YEARS EMPLOYED	CALENDAR YEAR(S)	FULL-TIME	PART-TIME	BOTH
Business, office work	1	_____	_____	1	2	3
Sales, merchandising	2	_____	_____	1	2	3
Construction work	3	_____	_____	1	2	3
Skilled trades	4	_____	_____	1	2	3
Transportation	5	_____	_____	1	2	3
Police, fire	6	_____	_____	1	2	3
Farming, agricultural services	7	_____	_____	1	2	3
Child, home services	8	_____	_____	1	2	3
Youth, community services	9	_____	_____	1	2	3
Food services	11	_____	_____	1	2	3
Health services	12	_____	_____	1	2	3
Graphic arts	13	_____	_____	1	2	3
Engineering	14	_____	_____	1	2	3
Other (specify: _____) ...	19	_____	_____	1	2	3

MP _____

MP _____

28. What was your principal occupation *immediately* before you took your present job?

Undergraduate student 1

Graduate student 2

Housewife 3

Military service 4

Staff member in _____ 5
(type of school)

Employed in private business as

_____ 6
(occupation)

Employed in government as

_____ 7
(occupation)

Self-employed as

_____ 8
(occupation)

Other (specify:

_____) 0

29. In what type of community were you living when you graduated from high school?

Metropolis	1	Small town	5
Metropolitan suburb	2	Rural nonfarm	6
Large city	3	Farm	7
Small city	4	Other (specify: _____)	0

30. What is (or was) your father's major occupation? If he worked in more than one type of job, please circle the number corresponding to the occupation in which he spent the most time.

Skilled worker	1
Semi-skilled or unskilled worker, farm laborer	2
Farm proprietor or manager	3
Nonfarm proprietor, supervisor, manager	4
Professional	5
Service worker	6
Salesman	7
Clerical worker	8
Career military service	9
Other (specify: _____)	0

31. Does (or did) either your father or mother teach or work professionally in education at any time? *Please answer for both parents.*

Father:	Yes	1	No	2
Mother:	Yes	1	No	2

32. Do (or did) any of the following other members of your family teach or work professionally in education at any time? *Please circle one answer for each group.*

Husband or wife:	Yes	1	No	2	Not married 3
Brother:	Yes	1	No	2	No brother(s) 3
Sister:	Yes	1	No	2	No sister(s) 3
Son:	Yes	1	No	2	Too young 3
					No son(s) 4
Daughter:	Yes	1	No	2	Too young 3
					No daughter(s) 4

▪ CAREER DECISIONS ▪

33. If you were to begin your professional career again, would you choose the field of education?

Yes ..... 1 No ..... 2 Undecided 3

33a. IF NOT EDUCATION: What occupation would you prefer?

_____ _____

34. At what point or for what reason did you first seriously consider teaching as a profession? Please circle the number of the response which most closely corresponds with your own decision point.

While working with young people in youth groups or community activities 1
When I graduated from high school I planned to be a teacher 2
After a particularly interesting course in college 3
After experience in another occupation which proved disappointing 4
Encouragement and inspiration of an older person 5
Got into teaching accidentally or by chance 6
Because I learned to like teaching in the military service 7
Retirement allowed or necessitated the choice of another profession 8
When family was old enough so I could pursue a career 9
Other (specify: _____) .. 0
Do not plan to make teaching my profession X

35. Below is a list of reported advantages of teaching as a profession (aside from the challenge of working and associating with youth). Please circle the THREE most desirable advantages of teaching for you.

Relative flexibility and freedom in time scheduling 1
Social and economic security which the position affords 2
Position is one of responsibility and respect 3
Opportunity for following personal studies and pursuits during the summer vacation 4
Teaching necessitates keeping up to date in one's field 5
Intellectual stimulation from students and colleagues 6
Teaching allows one to combine a family with a career 7
Other (specify: _____) .. 0
No particular advantages X

35a. Please *rank* the advantages you circled above in order of importance. Enter the numbers corresponding to your first, second, and third choices below.

1st choice _____ 2nd choice _____ 3rd choice _____

36. Below is a list of reported drawbacks to teaching as a profession (aside from the generally low salaries in the field). Please circle the THREE least desirable aspects of teaching for you.

A teacher is expected to spend an undue amount of time in community, social, and extracurricular activities	1
Poor physical conditions in which to work	2
Educational personnel are held unjustly responsible for community and family shortcomings in child rearing	3
Unappreciative and unmotivated students	4
Poor administration and excessive red tape	5
Heavy teaching loads	6
Burden of excessive clerical and administrative work	7
Not enough time during regular school hours to do adequate background preparation or keep up to date	8
Other (specify: _____)	0
No particular drawbacks	X

36a. Please *rank* the three drawbacks you circled above in order of importance. Enter the numbers corresponding to your first, second, and third choices below.

1st choice_____ 2nd choice_____ 3rd choice_____

37. In general, how much influence do you have in decisions affecting the curriculum, students, and teaching methods in your courses? Please indicate the degree of influence you have in each of the areas listed below by circling *one answer for each area.*

DECISION AREAS	MY DECISION SOLELY	CONSIDERABLE INFLUENCE	SOME INFLUENCE	NO INFLUENCE
Course content	1	2	3	4
Course prerequisites	1	2	3	4
Selection of text books	1	2	3	4
Selection of audiovisual materials	1	2	3	4
Control of class size	1	2	3	4
Recruitment of students for course	1	2	3	4
Rejection of unqualified students	1	2	3	4
Adoption of new teaching methods	1	2	3	4
Dismissal of students who are disciplinary problems	1	2	3	4
Job placement recommendations	1	2	3	4
College placement recommendations	1	2	3	4
Authority to fail student	1	2	3	4

38. Assume that you have the ability to teach successfully in any subject area at any level. If you were asked to teach a course *outside of your present field,* what subject would you like to teach and at what grade level?

Subject _____ Grade level _____

38a. Assume the same competence as above, what subject and grade level would you *least* like to teach?

Subject _____ Grade level _____

39. What are your plans for the summer of 1967? If more than one, please circle the one you expect to be your *major* activity.

Teach	1	Research, write	7
Develop course plans	2	Travel	8
Attend summer school	3	Rest, marriage, be with family	9
Work full-time at my nonteaching job	4	Other (specify: _____)	0
Take a summer job related to my teaching field	5	Undecided	X
Take a summer job unrelated to my teaching field	6		

40. Do you expect that your *major* occupation will be in the field of education five years from now?

Yes ..... 1 No ..... 2 Undecided 3

40a. IF YES: Please circle *both* the area of education and the type of school you expect to be in.

AREA OF EDUCATION

Teaching 1
Counseling 2
Administration 3
Other (specify: _____) .. 0

TYPE OF SCHOOL

High school 1
Vocational, technical center 2
Junior, community college 3
College, university 4
Other (specify: _____) .. 0

40b. IF NO: What are your plans?

PLANS

Marriage, raising a family 1
Work in private business as _____ (occupation) 2
Work in government as _____ (occupation) 3
Self-employed as _____ (occupation) 4
Retirement 5
Other (specify: _____) .. 0
Undecided 9

▪ CURRICULUM EMPHASES ▪

41. The following is a "typical" high school college preparatory program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

16 UNIT COLLEGE PREPARATORY PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English – *4 units*	1	2	3
Mathematics – *2 units*	1	2	3
Physical and natural sciences – *2 units*	1	2	3
Social studies – *3 units*	1	2	3
Foreign languages – *2 units*	1	2	3
Vocational skills – *0 units*	1		3
Electives – *3 units*	1	2	3

42. The following is a "typical" high school vocational or technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

16 UNIT VOCATIONAL PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English – *3 units*	1	2	3
Mathematics – *1 unit*	1	2	3
Physical and natural sciences – *1 unit*	1	2	3
Social studies – *2 units*	1	2	3
Foreign languages – *0 units*	1		3
Shop, laboratory, job experience – *7 units*	1	2	3
Electives – *2 units*	1	2	3

43. The following is a "typical" post secondary one year ce.tificate program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

32 UNIT CERTIFICATE PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English – *3 units*	1	2	3
Mathematics – *3 units*	1	2	3
Social sciences – *3 units*	1	2	3
Theory-related courses in major field – *6 units*	1	2	3
Shop, laboratory, job experience – *17 units*	1	2	3

44. The following is a "typical" post secondary two year technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

60 UNIT TECHNICAL PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English, speech, literature – *6 units*	1	2	3
Mathematics – *3 units*	1	2	3
Physical and natural sciences – *5 units*	1	2	3
Social sciences – *6 units*	1	2	3
Theory-related courses in major field – *12 units*.....	1	2	3
Shop, laboratory, job experience – *20 units*.....	1	2	3
Related electives – *8 units*	1	2	3

45. The following is a "typical" junior college two year transfer (university parallel) program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

60 UNIT TRANSFER PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English, speech, literature – *12 units*	1	2	3
Mathematics – *3 units*	1	2	3
Physical and natural sciences – *9 units*	1	2	3
Social sciences – *12 units*	1	2	3
Humanities, fine arts – *3 units*	1	2	3
Foreign languages – *12 units*.....	1	2	3
Electives – *9 units*	1	2	3

46. Are there any courses that you would like to see added to or dropped from the present occupational (vocational, technical) program or bachelor's degree-oriented (college preparatory, transfer, university parallel) program at your institution?

Yes ..... 1 No 2

46a. IF YES: Please list the course(s) that you would add or drop from each type of program.

	OCCUPATIONAL PROGRAM	BACHELOR'S-ORIENTED PROGRAM
ADD:	_____	_____
	_____	_____
	_____	_____
DROP:	_____	_____
	_____	_____
	_____	_____

47. How would you rate the adequacy of each of the following services at your present institution? Please circle *one answer for each service.*

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATISFACTORY	NON EXISTENT	NO OPINION
Vocational counseling	1	2	3	4	5	6	7
Academic counseling	1	2	3	4	5	6	7
Vocational placement	1	2	3	4	5	6	7
Academic placement	1	2	3	4	5	6	7
Breadth of vocational courses	1	2	3	4	5	6	7
Breadth of academic courses	1	2	3	4	5	6	7
Followup studies of vocational graduates	1	2	3	4	5	6	7
Followup studies of academic graduates	1	2	3	4	5	6	7
Followup studies of dropouts	1	2	3	4	5	6	7
Suitability of vocational courses for local job market	1	2	3	4	5	6	7
Suitability of vocational courses for further vocational training.....	1	2	3	4	5	6	7
Suitability of academic courses for a state college	1	2	3	4	5	6	7
Suitability of academic courses for a major university	1	2	3	4	5	6	7
Board of education support for innovations in vocational programs..	1	2	3	4	5	6	7
Board of education support for innovations in academic programs...	1	2	2	4	5	6	7

■ EDUCATIONAL ISSUES ■

The last group of questions concern a number of important issues currently being debated by educators (and the general public). Because the issues are controversial, we have summarized two or three major positions on each and are asking you to choose the statement which compares most closely with your own thinking. *Please circle one number for each statement* and *add any comments you desire.*

48. The best way to train for jobs requiring less than a bachelor's degree is to:

Emphasize general education through grade 12, reserving occupational training for grades 13 and later 1

Give high school students the opportunity to explore various occupations, but let industry provide specialized skill training "on the job" 2

Provide intensive occupational training in the high school 3

49. The rapid increase in the number of two-year colleges raises serious questions about the functions these institutions should serve.

A two-year college can not have both a high quality academic program and a high quality occupational program. Each institution should specialize – – either in lower division college work or vocational and technical training 1

Although one institution can provide both an academic and an occupational program, it is poor educational policy to teach both types of students in the same classes 2

A two-year college has the obligation to provide all students with the same general education courses. Taking classes together is beneficial to those in both occupational and bachelor's-oriented programs 3

50. More intensive vocational training and guidance in the junior high school would:

Enable students to become acquainted with the world of work earlier and therefore make more realistic educational and occupational choices 1

Encourage students to make up their minds too early and restrict their future educational and occupational careers 2

Be impractical – junior high school students are not mature enough to profit from such experiences 3

51. Vocational training requiring expensive equipment and facilities can best be provided for high school students by:

Establishing an area center to serve a number of feeder schools; vocational students would take all of their schooling in the area center 1

Exchanging students among comprehensive high schools in the area, each of which specializes in a different kind of vocational training 2

Keeping the student in his "home" school for general education courses, and providing shop and laboratory training in a community or junior college or a vocational-technical center for both secondary and postsecondary students 3

52. The charge that students with a vocational major in high school cannot "make it" in college:

Is more apparent than real because students in both college preparatory and vocational programs take the same basic prerequisite courses 1

Is a serious one because the "academic" subjects taught vocational students do not meet standards for college entrance 2

Is true, but beside the point, because most vocational graduates do not have the ability to handle college work 3

53. Providing more part-time student employment through work experience programs, such as the Neighborhood Youth Corps will:

Keep more young people in school. It is the opportunity to hold a job and earn money that is important 1

Cheat the student in the long run. Without supervised skill training and related course work, he will be trapped in a low level job 2

54. Critical evaluation of current occupational programs suggests that they:

Are suited to the abilities of the enrollees and train people for jobs that exist 1

Are based on an out-of-date philosophy and serve neither the student nor the community well 2

Do a good job with the average student but neglect both the slow and the sophisticated learner 3

55. Introduction of more rigid entrance requirements for occupational programs would:

Raise the prestige of the field. Occupational programs have too often been the "dumping ground" for academic failures 1

Exclude the very students these programs should serve and still not attract the high ability student because of the general public emphasis on the importance of a bachelor's degree 2

56. A careful examination of both occupational and bachelor's-oriented programs points out:

That it is unrealistic to expect a high school student to be proficient in both areas. There is too much to learn in each curriculum 1

That many traditional requirements in both curriculums are unnecessary. A student should be able to obtain both a sound general education and acquire a saleable skill before he graduates from high school 2

♦ ♦ ♦ ♦ ♦ ♦

Thank you for completing the questionnaire. We would be glad to have any additional comments you wish to make about curriculum emphases in the public schools – or about this survey.

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A STUDY OF CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

CONDUCTED BY:

The Bureau of Social Science Research, Inc.
1200 Seventeenth Street, N. W.
Washington, D. C. 20036

COUNSELOR QUESTIONNAIRE

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 SEVENTEENTH STREET, N.W., WASHINGTON, D. C. 20036
TELEPHONE 223-4300

ROBERT T. BOWER
DIRECTOR

IVOR WAYNE
ASSISTANT DIRECTOR

Dear Counselor:

Where, how, and when to teach essential academic and vocational skills are critical concerns to all of us in education. So, too, is the perennial problem of recruiting and retaining able guidance personnel. Although the practicing counselor sees at first hand both the positive and negative results of present educational practice, broadly based and up-to-date information about his experiences and opinions is presently unavailable.

Therefore we are inviting you to participate in a nationwide study of career patterns and curriculum emphases in public secondary and post-secondary education, supported in part by funds from the U.S. Office of Education. The final report of the study, which will be available to all who are interested, will contain conclusions and recommendations based on your responses and those of your colleagues from all parts of the country.

All replies will remain absolutely confidential. No institution or individual will be identified or associated with the findings or recommendations in any way. All information will be presented in summary form by type of school and subject specialty. We ask for your name only so that we may acknowledge receipt of your questionnaire.

The small sample of some 300 institutions has been carefully selected to include comprehensive and vocational high schools, area vocational centers, technical institutes, and junior and community colleges. The accuracy of the findings depends upon the cooperation of everyone who has been invited to participate. Your replies will not only be your voice in the discussion, but will represent other professionals of like opinion in similar educational institutions.

We are well aware that educators are frequently asked to participate in surveys and that the task sometimes seems burdensome. However, we are convinced that intelligent educational planning requires information that can only be supplied by the practicing professional. We welcome your questions and comments about the study and hope that the report and recommendations will be as valuable to you as your cooperation is to us.

Thank you for your help,

Eleanor P. Godfrey

Eleanor P. Godfrey
Study Director

EPG/jd

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
Washington, D.C. 20036

CAREER PATTERNS AND CURRICULUM EMPHASES IN PUBLIC EDUCATION

Counselor Questionnaire

Please return this questionnaire at your earliest convenience. It should take about 30 minutes to complete. To seal: follow instructions under flap of back cover.

All information is confidential. No individual or school will be identified in any report about this study. We ask for your name only so that we can note your response and exclude you from follow-up mailings.

Unless otherwise instructed, answer each question by circling the number or letter to the right of the answer you choose. If some of our categories do not quite fit your situation, please mark the most appropriate response and add any necessary comments.

▪ CURRENT OCCUPATIONAL INFORMATION ▪

Your name (please print) _____

Name of institution where employed _____

Institutional address _____

1. *Including this year,* how many years have you been employed by this institution?

   Number of years employed _____

2. Please circle the number to the right of the most appropriate description of your *major* job at this institution this semester (Spring 1966-67).

   Full-time counselor 1
   Part-time counselor 2
   Part-time counselor and part-time teacher 3
   Part-time counselor and part-time administrator 4
   Full-time teacher and part-time counselor 5
   Other (specify: _____) .. 6

3. Is certification required for your *counseling* position?

   Yes ..... 1 No 2

   3a. IF YES: Please give the type of certificate, and the year and state of origin:

   _____ (type of certificate) _____ (year) _____ (state)

4. How many hours per week do you spend in counseling duties?

   Number of hours per week _____

5. Please estimate the approximate percent of your counseling time per week that you spend in *each* of the following. The descriptions are intended to cover general areas of work, not specific tasks. If you spend no time in a given area, put a 0 in the appropriate space.

Helping students plan course work	1	_____ %
Helping students make occupational plans	2	_____ %
Advising on college entrance requirements	3	_____ %
Advising on requirements for vocational-technical training	4	_____ %
Talking with parents about student problems	5	_____ %
Talking to teachers and administrators about student problems	6	_____ %
Administering and interpreting interest and aptitude tests	7	_____ %
Administrative and clerical duties (e.g.: meetings, "trouble shooting", filling out forms)	8	_____ %
Counseling on emotional-personal problems	9	_____ %
Dealing with disciplinary problems	X	_____ %
Other (specify: _____)	0	_____ %

5a. Of the above counseling services, which do you think are the most important areas in which a school counselor can help his counselees? Please *rank* the THREE you consider most important. Enter the numbers corresponding to your first, second, and third choices below.

1st choice _____ 2nd choice _____ 3rd choice _____

6. Would you like to see any changes in the counseling philosophy or methods used in your school?

Yes ..... 1 No 2

6a. IF YES: Please circle the THREE changes you would like to make:

Increase attention given to college oriented students	1
Increase attention given to non-college oriented students	2
Add additional clerical assistance to maintain student records	3
Expand files on occupational information	4
More time for individual counseling	5
Increase emphasis on occupational counseling	6
Add or increase group counseling	7
Other (specify: _____)	0

MP

7. Do you do any teaching this semester in addition to your duties as a counselor?

Yes ..... 1 No 2

7a. IF YES: Please provide the information indicated below about your *current* teaching assignment. If you teach more than one course, give your major assignment first. Include lecture, shop, laboratory, and tutorial instruction.

SUBJECT(S) TAUGHT	GRADE LEVEL(S)	AVERAGE CLASS SIZE	TIME OF COURSE DAY	EVENING	BOTH	TOTAL YEARS TAUGHT SUBJECT ANY SCHOOL	
_____	_____	_____	1	2	3	_____	
_____	_____	_____	1	2	3	_____	

7b. IF NO: Please indicate the subject(s) and grade level(s) you have taught in the past.

SUBJECT(S) TAUGHT	GRADE LEVEL(S)	TOTAL YEARS TAUGHT	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

8. Indicate the administrative duties you may have in addition to your counseling duties by circling *all that apply*. Circle the X if you have no administrative assignment.

Director of guidance 1
Vocational coordinator 2
Dean of men or women 3
Job placement officer 4
Student activity sponsor (e.g.: class advisor) 5
Faculty committee (e.g.: curriculum) 6
Study hall, bus duty, homeroom, etc. 7
Other (specify: _____) .. 0
No administrative assignment ..... X MP

9. Do you hold membership in any of the following national professional educational organizations? Please circle the numbers for *all that apply*. Circle the X if you belong to none.

National Education Association (State or County Education Association) 1
American Federation of Teachers 2
American Vocational Association (or any of its member organizations) 3
Professional society in my major subject field 4
National educational honorary (e.g.: Phi Delta Kappa) 5
National scholastic honorary (e.g.: Phi Beta Kappa) 6
American Personnel and Guidance Association 7
American Association of Junior Colleges 8
American Association of University Professors 9
Other (specify: _____) .. 0
None ..... X MP

10. Are you *currently* employed either full-time or part-time (less than 30 hours a week) in a job outside your educational institution?

Yes, employed full-time 1
Yes, employed part-time 2
Have no outside job 3

10a. IF YES: In what occupation?

_____

11. If you are married, is your spouse currently employed?

Yes ..... 1 No ..... 2 Not married 3

11a. IF YES: In what occupation?

_____

12. Indicate the approximate length of your regular school year. (Exclude summer school teaching and counseling if it is not a part of your standard contract.)

Nine months 1
Nine and one-half months 2
Ten months 3
Ten and one-half months 4
Eleven months 5
Eleven and one-half months 6
Twelve months 7
Other (specify: _____) .. 0

13. What percentage of your total family income in 1966 came from *your regular school salary?* (Exclude summer counseling and teaching if not in your contract, spouse's income, income from other outside employment, fees, etc.) Please circle the *closest approximate percent.*

10% 20% 25% 30% 40% 50% 60% 70% 75% 80% 90% 100%

14. Age at nearest birthday:

20 and below 0
21-25 1
26-30 2
31-35 3
36-40 4
41-45 5
46-50 6
51-55 7
56-60 8
61-65 9
66 and over X

15. Sex:

Male 1
Female 2

■ EDUCATIONAL AND OCCUPATIONAL BACKGROUND ■

16. *Including this year,* how many years of counseling experience have you had? _____ (years)

17. *Including this year,* how many years have you been in education? _____ (years)

18. *Prior to your present position,* have you ever worked professionally in any type of educational institution?

Yes ..... 1 No 2

18a. IF YES: Please answer for *all that apply* by indicating (1) total number of years of experience, (2) approximate calendar year(s) of employment, and (3) your major responsibility (e.g.: teacher, counselor, principal).

TYPE OF SCHOOL		YEARS OF EXPERIENCE	CALENDAR YEAR(S)	MAJOR RESPONSIBILITY
Elementary school	1			
Junior high school	2			
Comprehensive high school	3			
Vocational, technical high school	4			
Technical institute, area center	5			
Junior, community college	6			
Four year college, university	7			
Other educational institution (specify: _____)	0			

19. Please list (1) the major field, (2) year received, and (3) granting institution for each of the following diplomas or degrees you may hold. For high school indicate whether you took a college preparatory, vocational, commercial, or general curriculum. For all other degrees, give your subject specialty. *If you are currently working on a degree, please circle the 1 in the appropriate row.*

TYPE OF DEGREE		MAJOR FIELD	YEAR	INSTITUTION	STATE	WORKING ON NOW
High school diploma	1					1
Certificate of apprenticeship	2					1
Certificate of proficiency	3					1
A.A., A.A.S., A.S.	4					1
B.A., B.S., B.Ed.	5					1
M.A., M.S., M.Ed.	6					1
Ph.D., Ed.D.	7					1

20. During the last FIVE years have you taken any *nondegree* courses, workshops, institutes, related technical training in business or industry, etc? (Include training for which you personally paid a fee as well as that for which you received a fellowship or grant.)

Yes ..... 1 No 2

20a. IF YES: Please (1) circle the number for the type of organization that offered the training, (2) give the major subject covered and calendar year taken, and (3) indicate how useful this additional training has been *for your present assignment.* Please answer for *all that apply.*

OFFERING AGENCY	MAJOR SUBJECT	CALENDAR YEAR	VERY USEFUL	QUITE USEFUL	OF LITTLE USE
College or university 1	_____	_____	1	2	3
National Science Foundation 2	_____	_____	1	2	3
Foundations (e.g.: Carnegie, Ford) 3	_____	_____	1	2	3
Business, technical school 4	_____	_____	1	2	3
Private business (e.g.: IBM, Inland Steel, General Motors) 5	_____	_____	1	2	3
Trade or industrial union 6	_____	_____	1	2	3
State education agency 7	_____	_____	1	2	3
U.S. Government agency (specify: _____) .. 8	_____	_____	1	2	3
Other (specify: _____) .. 0	_____	_____	1	2	3

MP _____

MP

21. Have you ever served in any branch of the military?

Yes ..... 1 No 2

21a. IF YES: How many years did you serve and what was your area of specialization?

Years served _____ Specialization _____

22. Have you ever served as an apprentice or worked as a journeyman?

Yes ..... 1 No 2

22a. IF YES: How many years did you serve and what was your trade or craft?

Years served _____ Trade or craft _____

23. Have you ever been employed, either full-time or part-time, in any occupational area other than education?

Yes ..... 1 No 2

23a. IF YES: Please indicate for each occupational area listed below (1) total years of employment, (2) approximate calendar years of employment, and (3) whether the work was full-time, part-time, or both.

OCCUPATIONAL AREA		TOTAL YEARS EMPLOYED	CALENDAR YEAR(S)	FULL-TIME	PART-TIME	BOTH
Business, office work	1	_____	_____	1	2	3
Sales, merchandising	2	_____	_____	1	2	3
Construction work	3	_____	_____	1	2	3
Skilled trades	4	_____	_____	1	2	3
Transportation	5	_____	_____	1	2	3
Police, fire	6	_____	_____	1	2	3
Farming, agricultural services	7	_____	_____	1	2	3
Child, home services	8	_____	_____	1	2	3
Youth, community services	9	_____	_____	1	2	3
Food services	11	_____	_____	1	2	3
Health services	12	_____	_____	1	2	3
Graphic arts	13	_____	_____	1	2	3
Engineering	14	_____	_____	1	2	3
Other (specify: _____) ...	19	_____	_____	1	2	3

MP _____

MP _____

24. What was your principal occupation *immediately* before you took your present job?

Undergraduate student 1

Graduate student 2

Housewife 3

Military service 4

Staff member in _____ 5
(type of school)

Employed in private business as

_____ 6
(occupation)

Employed in government as

_____ 7
(occupation)

Self-employed as

_____ 8
(occupation)

Other (specify:

_____) 0

25. In what type of community were you living when you graduated from high school?

Metropolis	1	Small town	5
Metropolitan suburb	2	Rural nonfarm	6
Large city	3	Farm	7
Small city	4	Other (specify: _____)	0

26. What is (or was) your father's major occupation? If he worked in more than one type of job, please circle the number corresponding to the occupation in which he spent the most time.

Skilled worker	1
Semi-skilled or unskilled worker, farm laborer	2
Farm proprietor or manager	3
Nonfarm proprietor, supervisor, manager	4
Professional	5
Service worker	6
Salesman	7
Clerical worker	8
Career military service	9
Other (specify: _____)	0

27. Does (or did) either your father or mother teach or work professionally in education at any time? *Please answer for both parents.*

Father:	Yes	1	No 2
Mother:	Yes	1	No 2

28. Do (or did) any of the following other members of your family teach or work professionally in education at any time? *Please circle one answer for each group.*

Husband or wife:	Yes	1	No 2	Not married 3
Brother:	Yes	1	No 2	No brother(s) 3
Sister:	Yes	1	No 2	No sister(s) 3
Son:	Yes	1	No 2	Too young 3
				No son(s) 4
Daughter:	Yes	1	No 2	Too young 3
				No daughter(s) 4

■ CAREER DECISIONS ■

29. At what point or for what reason did you seriously consider counseling as a profession? Please circle the number of the response which most closely corresponds with your own decision point.

While working with young people in youth groups or community activities 1

When I graduated from high school I planned to work in education 2

After a particularly interesting course in college 3

After experience in another occupation which proved disappointing 4

Encouragement and inspiration of an older person 5

Got into counseling accidentally or by chance 6

Retirement allowed or necessitated the choice of another profession 7

When family was old enough so I could pursue a career 8

Other (specify: _____) .. 0

Do not plan to make counseling my profession X

30. In general how much influence do you have in decisions affecting the curriculum, students, and counseling procedures and materials in your institution? Please indicate the degree of influence you have in each of the areas listed below by circling *one* answer for each area.

	MY DECISION SOLEY	CONSIDERABLE INFLUENCE	SOME INFLUENCE	NO INFLUENCE
Selection of group and individual tests	1	2	3	4
Selection of educational and occupational reference materials	1	2	3	4
Adoption of new counseling methods or emphases	1	2	3	4
Dismissal of students who are disciplinary problems	1	2	3	4
Job placement recommendations	1	2	3	4
College placement recommendations	1	2	3	4
Reinstatement of suspended students	1	2	3	4
Determination of when and to whom tests are administered	1	2	3	4
Discussion of test results with teachers	1	2	3	4
Interpretation of test results to parents	1	2	3	4
Interpretation of test results to students	1	2	3	4

31. Below is a list of reported advantages to counseling as a profession (aside from the challenge of working and associating with youth). Which of the following do you consider to be the THREE most desirable advantages of counseling for you?

Relative flexibility and freedom in time scheduling 1

Social and economic security which the position affords 2

Position is one of responsibility and respect 3

Opportunity for following personal studies and pursuits during the summer vacation 4

Counseling necessitates keeping up-to-date in one's field 5

Intellectual stimulation from students and colleagues 6

Counseling allows one to combine a family with a career 7

Other (specify: _____) .. 0

No particular advantages X

31a. Please *rank* the three advantages you circled above in order of importance. Enter the numbers corresponding to your first, second, and third choices below.

1st choice _____ 2nd choice _____ 3rd choice _____

32. Below is a list of reported drawbacks to counseling as a profession (aside from the generally low salaries in the field). Which of the following do you consider to be the THREE least desirable aspects of counseling for you?

A counselor is expected to spend an undue amount of time in community, social, and extracurricular activities 1

Poor physical conditions in which to work 2

Educational personnel are held unjustly responsible for community and family shortcomings in child rearing 3

Unappreciative and unmotivated students 4

Poor administration and excessive red tape 5

Heavy counseling loads 6

Burden of excessive clerical and administrative work 7

Not enough time during regular school hours to do adequate background preparation or keep up-to-date 8

Other (specify: _____) .. 0

No particular drawbacks X

32a. Please *rank* the three drawbacks you circled above in order of importance. Enter the numbers corresponding to your first, second, and third choices below.

1st choice _____ 2nd choice _____ 3rd choice _____

33. Assume that you have the ability to teach successfully in any subject area at any level. If you were asked to teach a course *outside of your major subject field,* what subject would you like to teach and at what grade level?

Subject _____ Grade level _____

34. What are your plans for the summer of 1967? If more than,one please circle the one you expect to be your *major* activity.

Work as a school counselor	1	Take additional counseling training	6
Teach	2	Research, write	7
Develop guidance materials	3	Travel	8
Attend summer school	4	Rest, marriage, be with family	9
Work full time outside education	5	Other (specify: _____)	0

35. Do you expect that your *major* occupation will be in the field of education five years from now?

Yes ..... 1 No ..... 2 Undecided 3

35a. IF YES: Please circle *both* the area of education and the type of school you expect to be in.

AREA OF EDUCATION

Teaching	1
Counseling	2
Administration	3
Other (specify: _____)	0

TYPE OF SCHOOL

High school	1
Vocational, technical center	2
Junior, community college	3
College, university	4
Other (specify: _____)	0

35b. IF NO: What are your plans?

PLANS

Marriage, raising a family	1
Work in private business as _____ (occupation)	2
Work in government as _____ (occupation)	3
Self-employed as _____ (occupation)	4
Retirement	5
Other (specify: _____)	0
Undecided	9

36. If you were to begin your professional career again, would you choose the field of education?

Yes ..... 1 No ..... 2 Undecided 3

36a. IF NOT EDUCATION: What occupation would you prefer?

_____

■ CURRICULUM EMPHASES ■

37. The following is a "typical" high school college preparatory program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

16 UNIT COLLEGE PREPARATORY PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English – *4 units*	1	2	3
Mathematics – *2 units*	1	2	3
Physical and natural sciences – *2 units*	1	2	3
Social studies – *3 units*	1	2	3
Foreign languages – *2 units*	1	2	3
Vocational skills – *0 units*	1		3
Electives – *3 units*	1	2	3

38. The following is a "typical" high school vocational or technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

16 UNIT VOCATIONAL PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English – *3 units*	1	2	3
Mathematics – *1 unit*	1	2	3
Physical and natural sciences – *1 unit*	1	2	3
Social studies – *2 units*	1	2	3
Foreign languages – *0 units*	1		3
Shop, laboratory, job experience – *7 units*	1	2	3
Electives – *2 units*	1	2	3

39. The following is a "typical" post secondary one year certificate program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

32 UNIT CERTIFICATE PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English – *3 units*	1	2	3
Mathematics – *3 units*	1	2	3
Social sciences – *3 units*	1	2	3
Theory-related courses in major field – *6 units*	1	2	3
Shop, laboratory, job experience – *17 units*	1	2	3

40. The following is a "typical" post secondary two year technical program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

60 UNIT TECHNICAL PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English, speech, literature – *6 units*	1	2	3
Mathematics – *3 units*	1	2	3
Physical and natural sciences – *5 units*	1	2	3
Social sciences – *6 units*	1	2	3
Theory-related courses in major field – *12 units*.....	1	2	3
Shop, laboratory, job experience – *20 units*.....	1	2	3
Related electives – *8 units*	1	2	3

41. The following is a "typical" junior college two year transfer (university parallel) program. Do you think there is too little, too much, or about the right amount of emphasis on *each* of the following areas? *Please circle one answer for each subject area.*

60 UNIT TRANSFER PROGRAM	TOO LITTLE	TOO MUCH	ABOUT RIGHT
English, speech, literature – *12 units*	1	2	3
Mathematics – *3 units*	1	2	3
Physical and natural sciences – *9 units*	1	2	3
Social sciences – *12 units*	1	2	3
Humanities, fine arts – *3 units*	1	2	3
Foreign languages – *12 units*.....	1	2	3
Electives – *9 units*	1	2	3

42. Are there any courses that you would like to see added to or dropped from the present occupational (vocational, technical) program or bachelor's degree-oriented (college preparatory, transfer, university parallel) program at your institution?

Yes ..... 1 No 2

42.a. IF YES: Please list the course(s) that you would add or drop from each type of program.

	OCCUPATIONAL PROGRAM	BACHELOR'S-ORIENTED PROGRAM
ADD:	_____	_____
	_____	_____
	_____	_____
DROP:	_____	_____
	_____	_____
	_____	_____

43. How would you rate the adequacy of each of the following services at your present institution? Please circle *one answer for each service.*

	EXCEL-LENT	ABOVE AVLR-AGE	AVER-AGE	BELOW AVER-AGE	UNSAT-ISFAC-TORY	NON EXIST-ENT	NO OPIN-ION
Vocational counseling	1	2	3	4	5	6	7
Academic counseling	1	2	3	4	5	6	7
Vocational placement	1	2	3	4	5	6	7
Academic placement	1	2	3	4	5	6	7
Breadth of vocational courses	1	2	3	4	5	6	7
Breadth of academic courses	1	2	3	4	5	6	7
Followup studies of vocational graduates	1	2	3	4	5	6	7
Followup studies of academic graduates	1	2	3	4	5	6	7
Followup studies of dropouts	1	2	3	4	5	6	7
Suitability of vocational courses for local job market	1	2	3	4	5	6	7
Suitability of vocational courses for further vocational training	1	2	3	4	5	6	7
Suitability of academic courses for a state college	1	2	3	4	5	6	7
Suitability of academic courses for a major university	1	2	3	4	5	6	7
Board of education support for innovations in vocational programs..	1	2	3	4	5	6	7
Board of education support for innovations in academic programs...	1	2	2	4	5	6	7

▪ EDUCATIONAL ISSUES ▪

The last group of questions concern a number of important issues currently being debated by educators (and the general public). Because the issues are controversial, we have summarized two or three major positions on each and are asking you to choose the statement which compares most closely with your own thinking. *Please circle one number for each statement* and *add any comments you desire.*

44. The best way to train for jobs requiring less than a bachelor's degree is to:

Emphasize general education through grade 12, reserving occupational training for grades 13 and later 1

Give high school students the opportunity to explore various occupations, but let industry provide specialized skill training "on the job" 2

Provide intensive occupational training in the high school 3

45. The rapid increase in the number of two-year colleges raises serious questions about the functions these institutions should serve.

A two-year college can not have both a high quality academic program and a high quality occupational program. Each institution should specialize – – either in lower division college work or vocational and technical training 1

Although one institution can provide both an academic and an occupational program, it is poor educational policy to teach both types of students in the same classes 2

A two-year college has the obligation to provide all students with the same general education courses. Taking classes together is beneficial to those in both occupational and bachelor's-oriented programs 3

46. More intensive vocational training and guidance in the junior high school would:

Enable students to become acquainted with the world of work earlier and therefore make more realistic educational and occupational choices 1

Encourage students to make up their minds too early and restrict their future educational and occupational careers 2

Be impractical – junior high school students are not mature enough to profit from such experiences 3

47. Vocational training requiring expensive equipment and facilities can best be provided for high school students by:

Establishing an area center to serve a number of feeder schools; vocational students would take all of their schooling in the area center 1

Exchanging students among comprehensive high schools in the area, each of which specializes in a different kind of vocational training 2

Keeping the student in his "home" school for general education courses, and providing shop and laboratory training in a community or junior college or a vocational-technical center for both secondary and postsecondary students 3

48. The charge that students with a vocational major in high school cannot "make it" in college:

Is more apparent than real because students in both college preparatory and vocational programs take the same basic prerequisite courses 1

Is a serious one because the "academic" subjects taught vocational students do not meet standards for college entrance 2

Is true, but beside the point, because most vocational graduates do not have the abiiity to handle college work 3

49. Providing more part-time student employment through work experience programs, such as the Neighborhood Youth Corps will:

Keep more young people in school. It is the opportunity to hold a job and earn money that is important 1

Cheat the student in the long run. Without supervised skill training and related course work, he will be trapped in a low level job 2

50. Critical evaluation of current occupational programs suggests that they:

Are suited to the abilities of the enrollees and train people for jobs that exist 1

Are based on an out-of-date philosophy and serve neither the student nor the community well 2

Do a good job with the average student but neglect both the slow and the sophisticated learner 3

51. Introduction of more rigid entrance requirements for occupational programs would:

Raise the prestige of the field. Occupational programs have too often been the "dumping ground" for academic failures 1

Exclude the very students these programs should serve and still not attract the high ability student because of the general public emphasis on the importance of a bachelor's degree 2

52. A careful examination of both occupational and bachelor's-oriented programs points out:

That it is unrealistic to expect a high school student to be proficient in both areas. There is too much to learn in each curriculum 1

That many traditional requirements in both curriculums are unnecessary. A student should be able to obtain both a sound general education and acquire a saleable skill before he graduates from high school 2

♦ ♦ ♦ ♦ ♦ ♦

Thank you for completing the questionnaire. We would be glad to have any additional comments you wish to make about curriculum emphases in the public schools – or about this survey.